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ABSTRACT

The second of nine reports (EC 114 401-409) on community recreation for the handicapped focuses on 18 model community-based programs. An introductory section presents an overview of information (including philosophy, population, program activity, consumerism, and interagency coordination) of the model programs. Separate descriptions of the 18 programs are provided, including the National Wheelchair Basketball Association Model, the Berkeley Outreach Recreation Program Model, the Milwaukee Avocational Counseling for the Elderly Model, the ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) Model, and the Hartford Socio-Recreation Program for the Cerebral Palsy and/or Multiply Handicapped Individual Model. (CL)

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Institute Report #2

National Institute on Community Recreation for the Handicapped-
A Project Funded by the U.S. Bureau of Education for the Handicapped

Model Special Recreation Services

Summary, Composite Overview and Program Descriptions of Community Recreation Services for Handicapped

Compiled by Dr. John A. Nesbitt, Professor and Project Director
Mrs. Geri M. Bjork, Editorial Assistant
National Institute on New Models of
Community Based Recreation Programs
and Services for Handicapped Children
and Youth

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1978

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Model Special Recreation Services: Summary, Composite Overview and Program Description of Community Recreation Services for Handicapped

Compiled by, Dr. John A. Nesbitt, Editorial Assistant, Mrs. Geri M. Bjork

18 Model Programs

A primary aim of the project was to identify basic and new models of community recreation for handicapped, having potential for nationwide use, then, in turn, the aim was to compile information on these models and disseminate information for use in training.

All resource personnel for the National Institute were requested to assist in the identification of model programs and services. These resource personnel consisted of the National Faculty, the National and State Advisory Committees and Local Resource Personnel. These people identified models throughout the nation which had implications or potential for nationwide use. In turn, these advisors were asked to verify the entire list of models. The models were requested to provide basic information on their program and service using an instrument that was developed through the project.

The Instrument

The instrument used to analyse and describe community recreation for handicapped, developed through the National Institute, was designed to serve as a basic aid in the development of community recreation and leisure service for handicapped children and youth. The elements used in the instrument reflect the contents and components of the literature of community recreation for handicapped, the basic factors in research on community recreation for handicapped and the basic elements of administration and organization of community recreation for handicapped.

This Section

The contents of this section provide the reader with the critical information contained in the full descriptions of the 18 models. It was found in using the model descriptions by various sections that it was best to consolidate information. For example, the information on goals and philosophy lends itself to consolidation. However, information on personnel and financing is best interpreted on an individual basis. What follows is the basic or critical information from all 18 models.

First, a composite view of selected aspects of the 18 model programs and services is provided covering:

Philosophy and Rationale
Desired Outcomes
Population Served
Program Activity
Handicapped Find
Consumerism
Interagency Coordination
Public Information

Second, a special article has been provided which describes the general characteristics of the 18 models.

Third, articles written by key personnel at each model are provided which cover, Program Description, Philosophy, Activities, Funding, Personnel, Training, Special Problem Areas, Assessment and Sources of Information. Accompanying each program description are resource materials selected from materials provided by the writers.

Fourth, additional descriptions of model programs and services are provided. For one reason or another these additonal models were completed during the latter phases of the project.

The models identified through the project are listed below. The population of the community they serve is reported and the following key is used to describe the primary disability groups served.

Key: Disease/Disability

AI=Aged with impairments
BV=Blind/visually handicapped
DH=Deaf/hard of hearing
DP=Drug Problems
LD=Learning disabilities
MI=Mental illness
MR=Mental retardation
PH=Physically disabled
SO=Social offenders
SP=Speech disorders
O=Other

Leisure Consumer Models

Dr. Stan Labanowich, Commissioner
"National Wheelchair Association Model"
University of Kentucky
Lexington Kentucky 40506
606-258-8784
Community Population Size: National
(Served: 1,500 PH)

Ms. Susan Sygall and Ms. Diane Schecter, Program Coordinators
"Berkeley Outreach Model"
1742 Spruce Street, #101
Berkeley, California 94709
415-841-4776 ext. 34
Community Population Size: 110,000
(Served: 259 BV,DH,MR,PH)

Consumer Leisure Competency Models

Dr. Robert P. Overs
"Milwaukee Avocational Counseling Model"
Milwaukee Public Schools
Division of Recreation and Adult Education
1667 South 24th Street
Milwaukee, Wisconsin 53204
414-475-8645
Community Population Size: 500,000-1,000,000
(Served: AI,O)

Mr. Christopher Eubanks
"King County Model"
King County Division of Parks and Recreation
W226 King County Courthouse
Seattle, Washington 98104
206-344-3982
Community Population Size: 500,000-999,000
(Served: AI,BV,DH,LD,MI,MR,PH,SP)

Rehabilitation, Health, Social and Welfare Models

Ms. Viki Annand, Project Coordinator
"Philadelphia Handicapped Adults Model"
Temple University, 103 Pearson Hall
Philadelphia, Pennsylvania 19122
215-787-1970
Community Population Size: 1,000,000 plus
(Served: BV,MR,PH,SO,O)

Dr. Carol Peterson, Consultant
"Michigan Leisure Services Model"
State Technical Institute and Rehabilitation Center
Alber Drive
Plainwell, Michigan
616-664-4461
Community Population Size: State Vocational Rehabilitation Clients
(Served: BV,DH,MI,PH,SO)

Voluntary Health Agnecy Models

Mr. Chester T. Williams, Director
"Westchester County Recreation for Blind Model"
New York Association for the Blind
346 Mamaroneck Avenue
White Plains, New York
914-761-3221
Community Population Size: 850,000
(Served: BV)

Mr. Craig Huber, Recreation Director
"Hartford CP and Multiply Handicapped Model"
United Cerebral Palsy
80 Whitney Street
Hartford, Connecticut 06105
203-236-6201
Community Population Size: 500,000-1,000,000
(Served: AI,BV,DH,LD,MR,PH)

Ms. Ellen Lilyquist, Supervisor
"Wilmington Model"
Wilmington Parks and Recreation Department
Box 1810
Wilmington, North Carolina 28401
919-763-7463
Community Population Size: 100,000
(Served: AI,BV,DH,MR,PH)

Mr. Douglas Baylis, Coordinator
"ANCHOR Model"
Town of Hempstead
50 Clinton Street
Hempstead, New York 11550
516-489-5000 ext. 415
Community Population Size: 1,450,000
(Served: BV,DH,LD,MR,PH,SP)

Mr. Max Forman, Program Coordinator
"Miami Model"
City of Miami
2600 South Bayshore Drive
P.O. Box 330708
Miami, Florida 33133
305-579-6900
Community Popultion Size: 250,000-499,999
(Served: AI,BV,DH,DP,LD,MR,PH,SP,SO,O)

Ms. Doris S. Samuels, Supervisor
"Baltimore Model"
1129 North Calvert Street
Baltimore, Maryland 21202
301-396-5641
Community Population Size: 930,000
(Served: AI,BV,DH,LD,MR,PH,SP,O)

Ms. Rochelle Swanson, Recreation Specialist
"Los Angeles County Model"
Los Angeles County Park & Recreation Department
155 West Washington Boulevard
Los Angeles, California 90015
213-749-6941, ext. 171
Community Population Size: 7,032,000
(Served: AI,BV,LD,MI,MR,PH,SP,O)

Special Recreation Service Models

Ms. Janet Pomeroy, Founder and Director
"San Francisco Recreation Center Model"
207 Skyline Boulevard
San Francisco, California 94132
415-665-4100
Community Population Size: 670,000
(Served: AI,BV,DH,LD,MI,MR,PH,SP,O)

Mr. Paul Regan, Executive Director
"Memphis Recreation Services Model"
712 Tanglewood
Memphis, Tennessee 38104
901-272-2528
Community Population Size: 750,000
(Served: AI,BV,DH,LD,MR,PH,SP)

Park and Recreation Department Models

Ms. Barbara Sternfeld, Executive Director
"Maine-Niles District Association Model"
4400 Grove Street
Skokie, Illinois 60016
312-674-5512
Community Population Size: 250,000
(Served: AI,BV,DH,LD,MI,MR,PH,SP,O)

Ms. Ann White, Supervisor
"Nassau County Model"
Nassau County Department of Recreation and Parks
Administration Building, Eisenhower Park
East Meadow, New York 11554
516-292-4254
Community Population Size: 1,500,000
(Served: AI,BV,DH,DP,LD,MI,MR,PH,SO,SP,O)

Ms. Karen Boulos, Center Director
"Portland Leisure Center Model"
Portland Parks and Recreation Department
70 Forest Avenue
Portland, Maine 04101
217-773-5273 or 775-5451, ext. 488
Community Population Size: 80,000
(Served: AI,BV,DH,DP,LD,MI,MR,PH,SO)

Additional Models

Ms. Helen Jo M. Hillman, Program Director
District of Columbia Department of Recreation
Program for the Mentally Retarded and Physically Handicapped
3149 16th Street, Northwest
Washington D.C. 20010
(202) 767-7464 voice and TTY
Community Population Size: 750,000
(Served: AI,BV,DH,DB,LD,MI,MR,PH,SP,O.)

Ms. Anne L. Swisher, Assistant Coordinator,
Special Services Division
Maryland-National Capitol Park and Planning
Commission Special Populations Division
6600 Kenilworth Avenue
Riverdale, Maryland 20840
(301) 227-2200 ext. 378
Community Population Size: 900,000
(Served: AI,BV,DH,DP,LD,MI,MR,PH,SO,SP,O.)

Mr. Ed Lehew, Executive Director of Mountwood Park
White Oak Village: Regional Activities and Recreational
Center for the Handicapped
Wood County Parks and Recreation Commission
P.O. Box 208
Parkersburg West Virginia 26101
(304) 428-8780

Ms. Sharon Fitzgerald, Recreation Administrator
Will-A-Way Recreation Area
Fort Yargo State Park
Winder, Georgia 30680
(404) 867-5313

A Brief Overview of Eighteen Model Community-Based Recreation Programs for Handicapped

by Ms. Marsha Yancy

This project has identified a group of highly practical and effective models of community-based recreation service to the disabled. Eighteen such models have been identified and surveyed as part of the "National Institute on Models for Community-Based Recreation for Handicapped Children and Youth". These agencies have provided descriptive information concerning each of their programs to the project staff with permission for its distribution. These models illustrate general plans for operation of a recreation program and leisure service opportunity offered in and through the community for members of special populations.

Based on the responses of the eighteen community models, it appears that the emphasis on program outcome remains in the areas of leisure, fun and self-expression. There is the indication of some movement toward accentuation on normalization, social skill acquisition, equality of opportunity and independent living.

The respondents illustrated their belief that handicapped citizens have a right to the availability of recreation services which have the potential to promote positive change and rehabilitation. They realize that it is essential to overcome attitudinal barriers and misconception of the handicapped in order to assure that such recreation programs are included as basic elements of total community leisure services. Furthermore, the respondents advocate the use of public information and methods of locating eligible handicapped individuals in efforts to increase participation and the efficiency of delivering leisure services.

It appears that a wide variety of recreation programs are being offered to special populations in the communities surveyed. These organizations are attempting to meet the needs of their handicapped populations in spite of inadequate funding, transportation problems and architectural barriers within facilities. In their efforts to accommodate the disabled in community recreation programs, these models use combinations of public agency, local park district and private/commercial facilities. The majority of community programs contact participants as well as staff members, to assess and evaluate the effectiveness of their programs.

In this prototype model of a community based recreation program, the commonalities among the eighteen model programs surveyed have been assembled into one hypothetical community recreation program. If one accepts the eighteen model programs as being indicative of the state of community recreation for the handicapped, this prototype is an attempt to illustrate the system of service provided by these programs. This will allow the reader a comparison model against which local recreation programs may be paralleled.

The eighteen respondents reported their service in the following areas:

- Who served, how many people served, and the geographic or political area served.
- Primary activities provided
- Primary facilties used
- Staffing (number and titles)
- Total budget and primary sources of support
- Values and goals achieved through the program
- Methods of public information
- Special problem areas
- Methods of assessment and evaluation

The most frequent categories of handicap served were the physically handicapped and the visually impaired. Other populations which offered frequent services include educable mentally retarded, deaf and hard of hearing and the aged.

The concern for "leisure fulfillment" was considered a primary goal of all the model programs surveyed. Other goals considered to be "very high" concerns were: "fun and enjoyment" "social skill acquisition" "normalization" "self-expression" and "career education".

Based on the information provided, the following philosophical tenets were exhibited as those most likely to be supported by a community recreation program for the handicapped:

- Recreation programs for the handicapped should be considered basic to a total recreation program.
- The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.

- It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities be barrier free.

- Overcoming misperceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.

- Recreation programs for the handicapped should be integral rather than supplemental to the total recreation program.

- Recreation has the potential to promote positive change -- that is, it has the potential to be "therapeutic".

- At the present time, local, state, and federal funding assistance is sufficient to meet handicapped programming needs.

The annual operating budgets of the eighteen models ranged from $800,000 to $6,300. The most frequent sources of revenue listed were city and park recreation funds and contributions or donations. The least often reported sources included local school district funds and profits from concessions.

The type and number of program staff varied widely between the model programs contacted. Based upon the information provided by the community recreation models the composite personnel staffing pattern for a prototype program for special populations would consist of:

- Consultant, part-time
- Administrators, full-time and part-time
- Supervisors, full-time and part-time
- Leaders, full-time and part-time
- Aide II's, full-time and part-time
- Aide I's, full-time and part-time
- Volunteers, Handicapped Advisers, etc.

Most of the programs responded that they do utilize some method of public information. The most popular methods used were brochures, newsletters and newspaper releases or columns. Other mediums widely employed included bulletins to volunteer agencies, churches, etc.; handbills and posters; annual reports; radio releases; and TV releases or programs.

Similarly the majority of agencies utilized some means to locate individuals eligible to participate in the special populations programs/services. These methods included contacting health agencies; public school systems; printed materials such as brochures and pamphlets; voluntary agencies; and word-of-mouth. The methods least often utilized for handicapped find appeared to be through a local task force or a questionnaire to the general community.

When questioned concerning special problem areas encountered in the delivery of recreation services, the respondents listed one of the foremost problems as inadequate funding for programs. Although transportation for participants was viewed as a problem area by most programs, this obstacle has been surmounted by half the agencies. Another prominent difficulty in recreation programming for the disabled has been the issue of architectual barriers. This was viewed as an initial problem, but has been somewhat remedied by over half of the programs.

The eighteen model programs offer over 1,000 recreation and leisure activities. The activities most likely to be offered by a community recreation program for the handicapped include free swimming; handicrafts; exercise programs; swimming instruction, papercrafts, dancing, parties, picnics, painting, travel skills, sports, entertainment, board and card games, fishing, and bowling.

The categories of activities which were indicated as offered most seldom included competitive team sports and dramatic experiences.

The majority of special recreation programs used a combination of facilities. The most widely used facilities were primary facilities owned, controlled or directed by public agencies; i.e., recreation centers, schools, gymnasiums, pools, museums, playing fields, theaters, etc. Most programs had access to facilities owned, controlled or directed by the local parks and recreation department; i.e., county and city parks, beaches, recreation centers, swimming pools, gyms, camps, courts and courses etc. Privately owned or commercial facilities were also utilized by half of the programs.

There did not appear to be any specific procedures which were widely used for assessment, evaluation, and accountability for service, programs or activities. The more predominantly utilized forms of assessment include consumer evaluation and suggestions, assessment by recreation staff, annual questionnaires and evaluations and participant attendance records. Staff personnel were evluated by supervisor reports and/or observations biannually in several programs. Based on the information provided by the models, community based recreation program for handicapped would include the following elements:

- A community population of 50,000 to 500,000.

- Cost per participant averaging $100 to $125 per annum.

- Revenue received from city and park recreation funds or contributions/donations.

- A public information program utilizing brochures; newsletters and newspaper releases or columns; volunteer agencies, churches, etc.; handbills and posters.

- Methods of locating individuals eligible to participate in the special populations programs/services such as contacts through health agencies; public school systems; printed materials; voluntary agencies; and word-of-mouth.

- Plan of action to tackle the widespread problem areas of inadequate funding, transportation for participants and architectural barriers.

- Access to public agency, park and recreation department, and private facilities.

- Procedures for assessment, evaluation and accountability.

- Activities and programs which are appropriate for the physically handicapped population, the visually impaired, educable mentally retarded, deaf and hard of hearing and the aged.

- Activities geared toward leisure fulfillment , as well as fun and enjoyment.

- A variety of activities including aquatics, crafts, dance, games, social/organization programs, special events, educational programs, fitness and cultural/ethnic experiences.

Table 1

Philosophy/Rationale

The degrees of agreement or disagreement with these statements are as follows. This section provides readers with a means of directly comparing their own philosophy and rationale for their own program or service with specific models.

5 : Strongly Agree
4 : Agree
3 : Unsure
2 : Disagree
1 : Strongly Disagree

	National Wheelchair Association Model NW	Berkeley Outreach Model BK	Milwaukee Avocational Counseling Model MA	San Francisco Recreation Center Model SF
1. Recreation programs for the handicapped should be considered basic to a total recreation program.	5	5	5	5
2. Evaluation procedures of a recreation program should include input in the process handicapped representation.	5	5	3	5
3. Recreation programs for the handicapped require professionally trained staff personnel.	3	2	5	5
4. Our recreation agency recognizes a need for a statewide Therapeutic Recreation Specialist for consultation with community recreation agencies.	1	3	5	1
5. The Handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.	5	5	5	5
6. Recreation programs for the handicapped are more costly than standard recreation program activities.	4	5	3	3

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model	
ME	MN	NA	PO	WL	AN	MI	BA	LA	KC	PH	MI	WE	HA	
4	5	5	5	5	5	5	5	5	5	5	5	5	5	
3		5	5	5	3	4	5	4	5			4	5	
5	4	5	5	5	4	5	5	3	5	3	5	5	5	
3	5	5	5	5	3	5	1	3	1	5	5	5	5	
5	5	5	5	5	5	4	5	5	5	3	5	5	5	
5	5	4	2	4	5	4	1	2	5	1	3	3	5	

	NW	BK	MA	SF	
7. Insurance is a "barrier" to the initiation of recreation programming for the handicapped.	1	5	3	5	
8. It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	5	5	5	5	
9. There exist some direct values to having consumer input thru handicapped people in recreation planning and design.	5	5	4	5	
10. At this time, there are no specific federally funded programs for the provision of actual recreation services to the handicapped.	5			1	
11. In many instances, existing municipal recreation and park personnel can adequately conduct and supervise recreation programs for the handicapped.	5	4	5	5	
12. Recreation programs for the handicapped are best provided in a segregated manner--that is, separate activities and facilities for the handicapped.	3	1	1	1	
13. Recreation has the potential to promote positive change--that is, it has the potential to be "therapeutic".	5	5	5	5	
14. At the present time, local, state and federal funding assistance is sufficient to meet handicapped programming needs.	1	1	1	1	

ME	MN	NA	PO	WL	AN	MI	BA	LA	KC	PH	MI	WE	HA
1	1	1	1	3	3	1	1	1	1	1	1	1	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5	4	5	5	5	5	5
5	5	5	5	1	5	4	4	3	3	5		3	5
4	3	3	3	3	1	2	2	2	5	5	3	4	2
5	2	3	2	4	2	2	1	1	2	3	1	1	1
5	5	5	5	5	4	5	5	5	5	5	5	5	5
4	1	1	5	2	1	1	1	1	1	1	1	1	1

	NW	BK	MA	SF	
15. When designing recreation programs for the handicapped, integrated programs are best--those that combine handicapped and non-handicapped participation.	3	4	5	1	
16. The involvement of municipal recreation agencies in research activity is important.	4	2	3	5	
17. The present city government recognizes fully the importance of recreation and leisure fulfillment for its citizens and the community at large.	3	1	1	3	
18. Recreation programs for the handicapped should be considered supplemental to the total recreation program.	1	1	1	1	
19. Activity programs for the handicapped often require expenditure outlays for special recreational equipment.	5	4	3	1	
20. Overcoming mis-perceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.	5	5	5	5	

ME	MN	NA	PO	WL	AN	MI	BA	LA	KC	PH	MI	WE	HA
4	3	5	3	5	3	3	5	3	3	3	3	3	3
3	3	5	4	5	2	2	1	3	5	5	4	4	5
5	2	5	3	5	2	4	5	1	1	3		2	2
5	1	1	1	5	1	2	1	1	1	1	1	1	2
5	2	4	2	5	4	4	5	1	5	1	4	2	3
5	5	5	5	5	5	4	5	5	5	5	5	5	5

Table 2

Desired Program Outcomes

The desired outcomes from recreation as rated in each model program is reported below. The degree of concern or emphasis given to each is rated as:

V : Very High
H : High
M : Moderate
O : No Concern
N : No Response

Program Outcome Handicapped Programs	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
For Fun and Enjoyment	V	V	H	V
For Activity Skill Acquisition	V	H	H	H
For Career Education	O	O	O	M
For Physical Rehabilitation	V	M	O	H
For Equality of Opportunity	H	V	O	V
For Normalization	V	V	O	V
For Social Skill Acquisition	M	M	H	V
For Physical Fitness	H	H	M	H
For Independent Living	H	V	M	H
For Leisure Fulfillment	V	V	V	V
For Self-Expression	O	H	V	V
For Cultural Enrichment	O	M	M	V
	(1)	(2)	(3)	(4)

Footnotes

The footnotes below denote agencies who place a very high degree of concern or emphasis on the following desired program outcomes.

(1) For service to others
(2) To open new areas of recreation which were not considered feasible before
(3) We are interested in typical counseling goals of personal growth and self-fulfillment, but as applied to the leisure areas of life.
(4) For reducing isolation, For community involvement, For parent education and respite

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
V	V	V	V	V	V	H	V	V	V	V	V	H	V
V	H	V	V	V	M	V	M	V	V	M	V	M	V
H	M	H	N	O	M	M	O	M	M	M	M	M	M
M	M	V	V	H	M	M	M	M	V	M	M	M	V
H	V	V	H	V	O	H	V	H	V	V	H	H	V
H	V	V	H	H	M	V	M	V	V	V	V	H	V
V	V	V	V	V	V	V	M	V	V	V	H	H	V
M	V	H	N	V	M	H	M	H	V	M	H	M	V
H	H	H	H	V	H	V	H	M	V	V	H	V	V
V	V	V	V	V	V	V	V	V	V	V	V	V	V
H	V	V	V	V	H	V	V	H	V	H	H	V	V
H	V	V	V	V	M	H	V	V	H	M	M	H	V
	(5)		(6)	(7)		(8)				(9)			(10)

(5) For better quality of life

(6) For adjustment to community life, For adjustment to traumatic life change

(7) For community involvement: (involve community with needs of handicapped and handicapped with the community)

(8) To develop an awareness of the community and the services it can provide (parks, banks, transportation)
For compliance with the Florida Bill of Rights for the Retarded

(9) For development of prevocational skills e.g. following directions, attending

(10) For competitve sports experience

Table 3

People Served by Category of Disease or Disability

The model respondents reported serving people with the following diseases or disabilities.

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Aged				X
Aged with Impairment			X	X
Alcoholism				
Amputation		X		
Arthritis and Rheumatics				
Autism				
Blind & Visually Impaired		X		X
Brain Dysfunction				
Cancer				
Cerebral Palsy		X		
Chronically Ill				
Colostomy				
Cystic Fibrosis				
Deaf & Hard of Hearing		X		X
Deaf-Blind				X
Developmentally Delayed				X
Diabetes		X		
Disfigurement				
Drug Abuse				
Dwarfism				
Emotionally Disturbed				
Epilipsy		X		
Heart Related Illness/Impairment				
Hemiplagia				
Hemophilia		X		

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
X	X		X	X		X	X	X	X				X
								X					
X		X							X	X			
X						X		X	X				
X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X		X		X		X
	X				X	X	X						
		X							X				
			X			X							
	X												
X		X							X	X			
		X						X	X				

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Home Bound (Home Care)				
Learning Disabilities				X
Mental Retardation				
-Educable				X
-Trainable		X		X
-Severe				
Mental Illness				X
Multiple Severely Impaired		X		
Multiple Sclerosis		X		
Muscular Dystrophy		X		
Neurologically Handicapped		X		
Obesity				
Orthopedically Impaired		X		
Paraplegia	X	X		
Perceptual Impairment				
Physically Impaired	X	X		X
Quadraplegia	X	X		
Respiratory Impairments		X		
Severely (Multi) Handicapped				
Social Offenders - Youth				
Social Offenders - Adult				
Speech & Communication Impairments				X
Spinal Bifida		X		
Total Number Served	1500	398	120	1300
		(1)	(2)	

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model	
		X								X				
X	X		X		X	X	X	X	X				X	
								X	X					
X	X	X	X	X	X	X	X	X	X	X			X	
X	X	X	X	X	X	X	X	X	X					
X		X						X	X	X				
X		X		X		X		X	X	X				
X				X						X				
X														
								X		X				
X		X		X				X	X					
X						X			X					
		X						X						
X	X		X	X	X	X	X	X	X	X	X		X	
X		X				X			X	X				
X		X				X		X	X					
						X								
			X							X	X			
X	X	X			X	X	X	X	X					
X									X					
4351	727	2100	350	1129	1450	1020	635	5896	5676	448	338	729	415	Total 28,582
(3)	(4)		(5)			(6)					(7)			

Footnotes

(1) Serves also Post-Polio and Frederiks Ataxia.
Students at 2 Orthopedically Handicapped Schools/Physically Handicapped.
We do not have specific programs for these disabilities, but rather is the more specific breakdown of the various disabilities that persons have that participate in our program.

(2) Service rendered at a rate of 10 new clients per month

(3) Total includes 3000 Mentally Retarded

(4) Serves also Multiply Handicapped. These numbers do not represent total participation. They indicate individual participants. Each of these participants may be involved in one to twenty programs each year.

(5) The Physically Hanidcapped number of 66 does not include additional severely physically impaired persons who are on our waiting list. These persons are not included in this number and have not, as yet, been placed. There are in addition to the 24 Blind and Visually Hanidcapped an additional 50 Blind children on our waiting list that have yet to be placed.
Serves also 100 Psychiatric difficulties.

(6) Most adults are handled by other programs or other agencies.

(7) Serves also 74 Psychological Impairments.

Table 4

People Served by Age Groups

The model respondents reported serving people in the following age groups.

		National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
0-2	Infant				X
2-4	Pre-School				X
6-12	Elementary Age		X		X
13-15	Junior High	X	X		X
16-19	High School	X	X		X
20-30	Young Adult	X	X		X
31-45	Adult	X	X		X
46-61	Mature Adult	X	X		X
62-	Retirement	X	X	X	X

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
X	X		X					X	X			X	
X	X		X	X		X		X	X				X
X	X	X	X	X	X	X		X	X			X	X
X	X	X	X	X	X	X		X	X	X		X	X
X	X	X	X	X	X	X		X	X	X		X	X
X	X	X	X	X	X	X		X	X	X	X	X	X
X	X	X	X	X		X		X	X	X	X	X	X
X	X	X	X	X		X		X	X	X	X	X	X
X	X	X	X	X		X	X	X	X	X		X	X

Table 5

Program Activity

The following information depicts the program and activities reported by each model.

X : Offered

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Aquatics		X		X
Crafts				X
Cultural/Ethnic				X
Arts-Graphics				X
Dance		X		X
Drama				X
Career Education/Guidance:				
Community Based Recreation		X		X
Leisure Entertainment & Enterprises				X
Resource Based Recreation				X
Tourism & Hospitality				X
Career Guidance				
Career Placement				
Collecting & Hobbies				X
Educational Activities:				
Budget/Monetary Skills				X
Communication Skills				X
Cooking Skills		X		X
Grooming/Hygiene				X
Sex Education				X
Shopping Skills				X
Time Skills				X
Travel Skills				X
Entertainment				X
Fitness		X		X

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X
X			X	X	X	X	X	X	X			X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X		X	X
X	X	X	X	X	X	X	X	X	X		X	X	X
X				X	X	X			X	X		X	X
		X		X	X	X			X	X		X	X
						X			X	X			X
		X				X			X	X			X
												X	
												X	
	X	X		X	X			X	X			X	X
	X				X	X		X	X				X
	X	X	X		X	X		X	X				X
	X		X		X	X	X	X	X				X
	X		X		X	X	X	X	X		X		X
			X			X							X
	X		X		X	X	X	X	X				X
	X				X	X		X					X
		X	X	X	X	X	X	X	X	X	X		X
X	X	X	X	X		X	X	X	X	X	X		X
X	X	X	X	X		X	X	X	X		X		X

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Leisure Assessment & Plan				
Leisure Education:				
Skills Classes		X		X
Leisure Education Classes				
Survey Community Resources				
Leisure Counseling: (settlement, Guidance)				
Assessment				
Placement				
Follow-up				
Mental/Literary		X		X
Music				X
Outdoor Recreation		X		X
Social/Organization		X		X
Special Events				X
Sports, Individual-Competitive		X		X
Sports, Individual-Non-Competitive		X		X
Sports, Team-Competitive	X			X
Tourism Travel		X		X
Voluntary Service				X

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
				X		X	X	X		X	X	X	X
		X		X		X				X			X
		X	X			X		X		X			
	X		X		X	X				X	X	X	X
X	X		X		X	X	X				X	X	X
	X		X		X	X	X				X	X	X
	X		X		X	X	X	X			X	X	X
X	X		X	X	X	X	X	X	X	X	X	X	X
	X		X	X	X	X	X	X	X		X	X	X
X	X	X	X	X		X	X	X	X	X	X	X	X
X	X	X	X	X		X	X	X	X	X		X	X
X	X	X	X	X		X	X	X	X	X	X	X	X
	X	X	X			X	X	X	X	X	X	X	X
	X	X		X		X	X	X	X	X	X		X
X	X	X	X	X		X	X	X	X		X	X	X
X		X	X	X		X	X	X				X	X

Table 6

Handicapped Find
(Potential Participant Identification)

Each model reported the primary means it used in identifying and recruiting handicapped participants. The key used in the chart is as follows.

C: Continuous	V: Very Effective
W: Weekly	E: Effective
M: Monthly	I: Ineffective
Y: Yearly	
R: Randomly Throughout Year	

When a frequency of use letter and a rating letter appear it means that the particular agency or resource was used. When no letters appear, no use was made of a given agency or resource. Effectiveness is reported also as "V", "E", or "I".

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Church Groups			R-E	C-E
Civic Organizations			R-E	C-E
Community Education			R-E	C-E
Health Agencies		C-E	R-E	C-E
Local Task Force				C-E
Media Campaign (Radio & TV)		C-E		C-E
Printed Material (Brochures & Pamphlets)		C-E	C-E	C-E
Public School System			R-E	C-E
Questionnaire to General Community				
Questionnaire to Present Participants		M-E		
Telephone Contacts		C	C-E	C-E
Voluntary Agencies		C	R-E	C-E
Word of Mouth	C-V	C-V	C-E	C-E
		(1)	(2)	(3)

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
M-V	R-I	C-E		R-E	R-I		R-E			R-E		C-E	R-I
C-V	R-I	C	R-E		R-E	R-E	R-E	R-I	R-E			C-E	R-I
	R-E	C	C-V			M-E	R-E		R			C-E	C-V
C-V	C-V	C	C-V	R-V	R-I	M-V	R-E	C-V	C-V	R-E		C-E	C-V
		C	R-E			M-E			R-E			C-E	
V	R-E	C	R-V	R-E	R-E	R-E			R-E			C-E	R-E
C-V	C-V	C	C-V	R-E	R-I	C-V	R-E	C-V	R-E	R-E		C-E	C-V
R-V	C-V	C	C-V	R-V	R-E	R-V	R-E	C-V	C-V	R-E		C-E	M-V
		Y	R-E		R-I	Y-E						C-E	
	Y-E	Y	Y-V		R-E	R-E			R-E	R-E		C-E	R-I
C-V	R-E	C	C-V	R-E				R-E	C-V	R-E		C-E	C-V
C-V	C-E	C	R	R-E	R-E	R-V	R-E	C-V	C-V	R-E		C-E	R-V
C-V	C-V	C	C-V	R-E	C-V	C-V	R-E	C-V	C-V	R-E		C-E	C-V
	(4)		(5)	(6)				(7)		(8)	(9)		

Footnotes

(1) In addition we use: The Center for Independent Living - Continuous, Very Effective; Hospitals and Rehabilitation Facilities - Continuous, Effective; The Department of Rehabilitation and The Department of Welfare - Continuous, Effective.
These groups have posters about The Berkeley Outreach Recreation Program and receive our newsletter.

(2) In addition we use: newspaper columns - Continuous, Very Effective; business and industry - Randomly,Very Effective.

(3) In addition we use: Doctors - Continuous, Very Effective; Social Workers - Continuous, Very Effective; Hospitals - Continuous, Very Effective.
Social workers and anciliary health service workers are a major referral source to our agency.

(4) In addition we use: sheltered workshops - Continuous, Very Effective; community live-in facilities - Continuous, Very Effective.

(5) In addition we use speaking engagements - Continuous, Very Effective.
Administrators are asked to speak before several groups, civic, etc. to explain the program.

(6) In addition we use interested individuals - Randomly, Effective.

(7) In addition we use The Department of Public Social Services (Welfare) - Continuous, Effective.

(8) In addition we use: The Bureau of Vocational Rehabilitation - Randomly, Effective; Philadelphia Office MH/MR - Randomly, Effective.

(9) We do not use any of the indicated methods of finding individuals because it is a school and the students are already there.

Table 7

Consumerism

The model programs reported on the involvement of handicapped consumers in decision-making as follows.

	National Wheelchair Association Model (1)	Berkeley Outreach Model (2)	Milwaukee Avocational Counseling Model (3)	San Francisco Recreation Center Model (4)
Serve on General Recreation or Park Commission				
Handicapped youth				
Handicapped adults				
Parents/Relatives of Handicapped				
Advocates for Handicapped				
Voluntary Health Agency Representatives				
Professional Rehabilitation Representatives				
Serve on Special Advisory or Policy Committee or Board for Handicapped Persons				
Handicapped youth		Yes		Yes
Handicapped adults	Yes	Yes		Yes
Parents/Relatives of Handicapped				Yes
Advocates for Handicapped		Yes		Yes
Voluntary Health Agency Representatives				Yes
Professional Rehabilitation Representatives				

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model	
	Yes											Yes		
	Yes											Yes	Yes	
	Yes								Yes			Yes	Yes	
		Yes							Yes			Yes	Yes	
		Yes										Yes	Yes	
												Yes	Yes	
Yes							Yes		Yes			Yes		
Yes		Yes				Yes	Yes	Yes	Yes	Yes		Yes	Yes	
Yes	Yes			Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes	
Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	
Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	
Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	
(5)	(6)		(7)	(8)	(9)	(10)		(11)	(12)	(13)	(14)		(15)	

Footnotes

(1) Serving on the Special Advisory Board are: Elected able-bodied and disabled representatives; Appointed individuals (able-bodied and disabled alike).

(2) Planning and evaluation sessions are held monthly. These meetings are designed to keep the direction of the program and its policies open to the participants. As well as participants, these meetings are open to all volunteers, staff and interested persons.
The Board of Directors consists of disabled individuals. At the schools disabled persons serve as role models and lead the program.

(3) 6 consultants to project
Feedback through follow-up interviews through which project is evaluated

(4) Our participants are involved with us in their own behalf as advisors to the recreation programs, appearances before public bodies to express their needs, and participation on committees concerned with architectural barriers, guardianship and housing. Parent surrogates contribute to program planning through the Parent Auxiliary, Board membership, and participation on committees. In addition, the Center serves as an advocate for such needs, services and problems as housing, public transportation, dental problems, medication and tranquilizer misuse, detrimental living conditions, zoning restrictions, voting restrictions, guardianship, integration of programs, and public education.

(5) Some of our Board members are Park Commission Personnel

(6) The Executive Director is a recreation consultant to the Illinois Governor's Committee for the Handicapped.
Serving on the Special Advisory Board are: elected officials and park district professionals.

(7) Our consumer involvement is provided through the following. Handicapped youth and adults via surveys, surveys to clientele and agencies served, monthly newsletters, representation at city government meetings, publication - "Easy Wheelin" - with accessibility guide to city of Portland.

(8) Serving on the Special Advisory Board are: Public schools, college students, interested individuals

(9) We have an absolute open-door policy as to suggestions problems, etc. for every parent participant volunteer staff member, etc.

(10) We do not have a park or general recreation commission in this community.
Handicapped youth are members of the Community Committee for Development Handicaps and Retardation, who advocated expanded services to all handicapped individuals. CCDHR is made up of agencies who provide direct or indirect services to the handicapped in this community.

(11) Our staff is involved with the preparation of GRS requests, information and referral for families of the disabled, citizen awareness days, and other similar events.

(12) We are concerned with removal of arhitectural barriers and the dispelling of "myths" the public holds regarding handicapped.

(13) Serving on the Special Advisory Board are the Governor's Advocate for Physically Handicapped and the Mayor's Office for the Handicapped.

(14) The program takes place at a vocational rehabilitation center, thus not being applicable for this survey. The students are all handicapped for the most part and thus serve on most of the committees or boards.

(15) A Consumer Advocacy Council exists at our agency. The function of the group is to (1) evaluate existing programs at our agency. (2) work to solve the transportation and social problems facing the handicapped in their community and (3) act as a sounding board and consultants to disabled individuals who need information about improving their social situation.

Table 8

Interagency Coordination

Coordination may consist of formal agreements for services or coordination of services in the following areas:

- Clients/Participants
- Contracted Programs
- Equipment
- Facilities
- Monetary/Fund Support
- Personnel-Consultant
- Personnel-Supervisor
- Personnel-Leaders
- Personnel-Volunteers
- Public Information
- Training
- Transportation

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Voluntary Health Agencies				
Arthritis				
Blind		X		
Cancer				
Cerebral Palsy				X
Deaf				
Epilipsy				
Heart				
Mentally Ill				
Mentally Retarded				X
Muscular Dystrophy				
Multiple Sclerosis				
General Social/Rehabilitation Services				
Goodwill Industries				
Red Cross				X
United Fund				

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model	
X		X	X	X										
X	X	X	X	X			X		X	X		X		
X		X	X	X	X	X	X	X	X	X				
X	X		X											
		X	X				X		X					
	X	X				X	X							
X	X	X	X			X	X	X		X				
X	X	X	X	X		X		X	X	X				
X	X	X	X				X		X				X	
X	X	X	X				X		X				X	
			X			X				X				
X	X	X	X			X		X	X			X		
		X	X			X							X	

3

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Public Social/Rehabilitation Services				
Local Education Agencies		X	X	X
State Education Agencies		X		X
Mental Retardation-State Service				X
Mental Illness-State Service				X
Corrections-State Service				
Nursing Home/Convalescent		X		X
Extended Care/Board and Care				X
Aging-State Service				
Vocational Rehabilitation				
Crippled Children				
Medical/Rehabilitation				
Community Hospital				
Rehabilitation Center				
General Medical Facility				
		(1)		(2)

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model
X	X	X	X	X	X	X	X	X	X			X	X
	X	X				X	X	X		X	X	X	X
			X	X		X	X	X	X	X		X	X
			X				X	X		X		X	
		X				X							
	X	X					X	X		X			X
								X		X			
						X	X		X			X	
X		X	X	X		X	X		X	X		X	
X	X	X		X		X	X	X	X				
		X	X						X			X	X
X	X	X	X			X			X	X		X	X
	X	X	X			X			X	X		X	X
				(3)	(4)			(5)	(6)	(7)			

Interagency Coordination

Voluntary Health Agencies	General Social/ Rehabilitation Services	Public Social/ Rehabilitation Services	Medical Rehabilitation	Footnotes
		(1) Center for Independent Living		
		(2) Housing Authority Adult Education Department of Social Services Referrals	(2) Hospitals, S/W Referrals City Park and Recreation Department	
	(3) YMCA Recreation Department Services	(3) Social Services		
(4) Services for Aging	(4) March of Dimes			
(5) Parent Groups			(5) Medical Schools	
		(6) Park Departments U.S. Navy	(6) Seattle Handicapped Club	
	(7) Other Sheltered Employment Private MR Travel	(7) Recreation Department JYC/YWCA (Wheelchair Association Sports)		

Table 9

Public Information

The practice of the respective model programs and services is reflected below.

The following key applies:

D : Daily H : Each Half-Year
W : Weekly Y : Yearly/Annually
M : Monthly S : At Selected
Q : Quarterly Intervals During the Year

	National Wheelchair Association Model	Berkeley Outreach Model	Milwaukee Avocational Counseling Model	San Francisco Recreation Center Model
Annual Report			Q	S
Articles				
Brochures	Y		S	S
Bulletins (churches, volunteer agencies etc.)			S	S
Calendars	Y	W S M		
Handbills or Posters		S	S	S
Newsletters	W	M		S
Newspaper Releases or Columns	S	S	S	S
Radio Releases	S	S		S
Television Releases or Programs	S	S		S
Special Events				
Speeches or Lectures			S	
Tours of Site or Center		S		

Memphis Recreation Service Model	Maine-Niles District Association Model	Nassau County Model	Portland Leisure Center Model	Wilmington Model	ANCHOR Model	Miami Model	Baltimore Model	Los Angeles County Model	King County Model	Philadelphia Handicapped Adults Model	Michigan Leisure Services Model	Westchester County Recreation for Blind Model	Hartford CP and Multiply Handicapped Model	
Y	Y	Y	Y		Y	Y	H		Y	Y		Y	Q	
									S					
Y	S	S	M	S	Q	S	H	S	S	S		S	M	
S	S	W	M	S	S	S	S	M	Q			S	S	
MS		S	M		S	M		Y	Q			S	D	
S	S	M		S	S	S		S	S		S	S	W	
MS	Q	M	M	MS		M		M	Q	S	S	M	M	
S	W	M	S	S	S	S	S	S	S			S	W	
S	S	W	S	S	S	S	S		S			S	Q	
S	Y	S	S	S	S	S	S		S			S	H	
						S								

THE NATIONAL WHEELCHAIR BASKETBALL ASSOCIATION MODEL

by Dr. Stan Labanowich

Program Overview

Who served, how many and geographic area: The NWBA is a voluntary, nonprofit organization governing the conduct of wheelchair basketball teams in the United States and Canada. The number of physically disabled men and women served is estimated at 1500.

Primary activities provided: Its primary activities are the interpretation and standardization of rules and regulation assistance to developing teams and public education. Among the services offered to member teams are: the annual publication of a directory of conference officers, team representatives and approbated game officials, annual publication of a rules book and a master schedule of games; weekly publication (November to March) of the NWBA Standings and Statistics Report and the NEWA Newsletter; and periodic publication of special reports and other materials related to wheelchair basketball.

Staffing (number and titles): The governing body of the NWBA is an elected Executive Committee of five members and a Commissioner who serves as its administrative agent and director. Aiding the Commissioner in his work is a network of Assistant Commissioners who represent the NWBA as a resource personnel for each of the established member conferences. Each conference is an autonomous unit with its own elected executive officers. There are presently 22 Conferences in the NWBA.

Total budget and primary sources of support: The present operating budget for the NWBA is $10,000. The main source of revenue is membership fees. Each team pays an annual dues of $100.

Values and goals achieved through the program: The NWBA has been the major force in encouraging wide-spread participation in wheelchair sprots on the part of the physically disabled and in focusing public attention on the skilled achievements of the disabled. For many individuals, wheelchair sports have been singularly responsible for redirecting their lives and for opening the door to enriched life experiences.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the National Wheelchair Basketball Association Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

The communications media in a community have an important role to play in creating awareness of the need to reach out to the disabled (handicapped) to involve them in programs.

Recreation programming for individuals in the community should not be designated as "special".

Recreation program accomodating only individuals with disabilities are proper when a single set of objective standards or rules prevail.

Program and Activity

Our National Wheelchair Basketball Association Model makes it possible for us to offer the following activities to age groups indicated.

Basketball	Teen (13-19) Young Adult (20-35) Adult (36-62)

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	0 %	$
2. Salaries, part time	0 %	$
3. Other compensations	0 %	$
B. Services-Contractual		
1. Communication	50 %	$
2. Transportation	15 %	$
3. Printing, binding, and advertising	25 %	$
4. Heat, light, power and water	0 %	$
5. Repairs (equipment/ structures	0 %	$
6. Janitorial, cleaning, other services	0 %	$
C. Commodities		
1. Supplies	5 %	$
2. Materials	0 %	$
D. Current Charges		
1. Rents	0 %	$
2. Insurance	0 %	$
3. Refund, awards, indemnities	5 %	$
E. Current Obligations		
1. Pensions and retirements	0 %	$
2. Grants and subsidies	0 %	$
3. Taxes	0 %	$
F. Properties		
1. Buildings and improvements	0 %	$
2. Equipment	0 %	$
3. Land	0 %	$
G. Debt Payments	0 %	$
TOTAL	100 %	$ 10,000

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 0
Local school district funds	$ 0
Other city agency/department funds	$ 0
County source of funds	$ 0
Special district funds	$ 0
State grants	$ 0
Federal grants	$ 0
Contributions, donations	$ 0
Concessions	$ 0
Fees & Charges	$ 10,000
Other	$ 0
TOTAL	$ 10,000

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED

Special Problem Areas

Our experience in special problem areas is reflected below.

	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectrual Barriers	5			
Transportation for Participants	4			
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers	?			
Community attitudinal Barriers	6			
Locating or finding handicapped	2			
Inadequate funding for programs	3			
Training of staff to serve handicapped	1			
Employment of Handicapped in Recreation and Leisure Service		X		
Quality of Leadership	1			

Our efforts in eliminating these problems are as follows.

These are all problems that plague individual member teams. Some solve them adequately, others inadequately. Based on research I have done with teams (1974), I have indicated in somewhat rank order, the problems that teams have most trouble with.

Personnel

All "staff" are volunteers.

Facilities

The major facilities used by our special populations recreation program are Gymnasia.

Assessment/Evaluation/Accountability

The procedure we use for assessment is that the Executive Committee reviews all issues. The Delegated Body (team representatives) evaluate and vote on all matters at the annual meeting.

THE BERKELEY OUTREACH RECREATION PROGRAM MODEL

by Ms. Susan Sygall and Ms. Diane Schecter

Program Overview

Who served, how many and geographic area: The programs offered by the Berkeley Outreach Recreation Program is open to all physically disabled persons in the Bay area. The main geographical areas that are served are Berkeley, El Cerritto and Oakland. (The last two being the locations of the two orthopedically handicapped schools.) Approximately 200 persons a week are served among the two projects.

Primary activities provided: The Community Based Program offers swimming, twice a week, gymnastics weekly and other programs in four to six week sessions (cooking, self-defense, archery, yoga, dance etc.) Trips and overnights are taken monthly. Wheelchair track and field is the major emphasis on the program based at the two schools for the orthopedically handicapped. Attendant care is provided for all participants and transportation is provided for those living in Berkeley.

Primary facilities used: The Berkeley Outreach Recreation Program uses available community facilities which include the high school pool, the university gymnasium and various recreation center and library meeting rooms.

Staffing (number and titles): On staff there is one full time program coordinator and one part time program coordinator. All other positions are part time, Swim Specialist (1); Attendant Supervisor (1); Lifeguard (1); Drivers (2); Bookkeeper (1); Athletic Trainers (2).

Total budget and primary sources of support: Our total budget is $25,550. This is a result of two grants from the City of Berkeley. $17,000 is from the Federal Fund for the Community Based Project. $8,550 is for the School Based Program and is from the Community Action Agency.

Values and goals achieved through the program: The general goals of BORP is to provide the opportunity to physically disabled persons to become involved in innovative and active recreational programs. We are working to overcome basic barriers which prevent the disabled from enjoying recreational activities. These include a lack of accessible public transportation, accessible activities, attendant care and extra assistance during programs.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Berkeley Outreach Recreation Program place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Transportation is a major barrier to disabled people wanting recreation. Providing transportation is integral in meeting needs of the disabled.

Maintaining a consistent and constant number of volunteer able bodied assistants is a major problem.

With special barriers removed or acknowledged in regard to special recreation - disabled people can take part in regular city programs.

We promote and provide and emphasize active programs versus many special recreation programs which emphasize passive actvities with no possibility of allowing the participants to choose more physically active programs.

The concept of "therapeutic" recreation is demeaning to disabled persons because it implies that recreation must have additional value if its for the disabled.

Program and Activity

Our Berkeley Outreach Recreation Program Model makes it possible for us to offer the following activities at the frequency indicated in which the activities are offered.

-Swimming-Free	Bi-Weekly
-Swimming-Instructional	Bi-Weekly
-Modern Dance	4 week classes
-"Wheelie Demonstrations"	Yearly
-Community Based Recreation	Weekly
-Cooking Skills	4 week classes
-Exercise Program	Weekly
-Weight Program	Weekly
-Gymnastics	Weekly
-Skills Classes	Yearly
-Discussion Groups	6 week session
-Camping	Monthly in summer months
-Fishing	Monthly in summer months
-Day trips to parks	Monthly
-Parties	On occasion
-Picnics	Monthly
-Track & Field	Weekly
-Archery	4 week class
-Horseback Riding	On occasion
-Outings	
-Wheelchair Games	

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$ 25,550
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 25,550

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Local	Community Agency Funding (Berkeley Gen. Fund)	$17,000	Physically Disabled	70/week
	Community Action Program (Berkeley Special Fund)	$ 8,550	Physically Disabled at orthopedically handicapped schools	65/week

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →														Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	2					2			2					2	1				3			3					1	
Supervisor (TR Specialist)		3		3					3						3		3					3						
Leader (TR Worker)																												
Aide II (TR Technician)		2		2					2						2		2					2						
Aide I (TR Assistant)																												
Volunteer	50					50			50																			

(college students account for 80%)

attitude and special skills most important (WSI,etc)

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members																				
Administrator																				
Supervisor	X		X														X			
Leader																				
Aide	X		X														X			
Volunteer	X		X					X									X			
Other ____																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural barriers	X		X	
Transportation for participants	X		X	
Insurance for staff, participants, volunteers	X		X	
Staff and Indirect barriers		X		
Community attitudinal barriers		X		
Locating or finding handicapped	X			X
Inadequate funding for programs	X			X
Training of staff to serve handicapped		X		
Employment of handicapped in Recreation and Leisure Service		X		

Our efforts in eliminating these problems are as follows.

There is only one indoor pool that is wheelchair accessible. This severely limits certain flexibility in our program. When the water and air temperatures are too low for the participants, we are left no other possibilities as far as a pool is concerned. Facilities for other programs tend not to be as specialized as a pool and we have not had any problems.

The public transportation in Berkeley is not wheelchair accessible (with the exception of the Bay Area Rapid Transit which has limited service and does not operate at night). The Center for Independent Living is a service and advocacy for the disabled. They run an accessible transportation service. Some participants use CIL's night time servie (dial-a-ride). We also contract with them for the use of the unused vans in the evenings to transport persons to our program. With the support of CIL we are able to alleviate the problem of accessible transportation.

However, we feel that we have only partially solved this problem. Limited accessible public transportation to BORP programs is the major reason participants are unable to become involved with the programs we offer.

There are people in Oakland and those who are outside of the CIL target area that cannot get to our programs. All of our activities are free and transportation and attendant care are offered. There are seven persons on staff, but with only one of these as full time. With the exception of the swim program all classes are taught by volunteers and we utilize a core of about 30 volunteers to provide assistance and attendant care at all of our programs. In regard to financial support we are operating on a very small budget. The persons who have been the hardest disabled to locate have been those shut-in their homes. They often are not in contact with the same resources that BORP is.

There are basically no community attitudinal barriers. However, it must be made clear that this program was initiated by members of Berkeley's disabled community - whereas the city itself did not take direct responsibility.

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed by public agencies.

1. Berkeley High School pool
2. Center for Independent Living
3. University of California
4. City of Berkeley recreation centers
5. City of Berkeley libraries
6. Regional, state and national parks

Primary facilities privately owned, controlled or directed.

1. Indoor archery range

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. We can assess a program's success often times by the number of persons participating in the activity.

2. An evaluation form is used for each program and the program's success is assessed by the participants, the instructor and the program coordinators.

3. Monthly project status reports are used by the City of Berkeley (our funding source) to assess the program's success. The division of Program Development and Contract Administration submits an annual evaluation of services to the city manager as part of the re-funding process.

Center for Independent Living, Inc,
2539 Telegraph Avenue
Berkeley, California 94704
(415) 841-4776

Trademark

The Facts

The Center for Independent Living, Inc. (CIL), started out in 1972 as a group of physically disabled and blind people with some ideas about what it takes for people like themselves to live independently. Today, thanks to some hard-won funding from several sources, CIL has a large office space and a staff of over 80 people, most of whom are either physically disabled or blind.

Our services program deals with the day-to-day needs of living independently. Other CIL projects tackle the social, political and environmental problems that affect nearly all disabled, blind and elderly people.

Whether you live on your own, in a hospital or nursing home, or with relatives, you may want to take advantage of one or more of CIL's services. Our services program makes it easier to get up, get out, and get around. Our aim is to enable you to take more control of your life. There is no charge for services unless otherwise noted.

1. **Attendant referral counselors** interview, screen and place prospective attendants with disabled people who need help with such tasks as bathing, dressing, and housekeeping. Counselors also give advice on hiring, training, and firing attendants.

2. **Advocacy counselors** provide information to clients on how and where to apply for local, state and federal financial and medical aid programs. Counselors inform clients of regulations, benefits and rights under such programs. They also assist in fair hearings whenever necessary.

3. The **job development specialist** teaches job-seeking skills, maintains contacts with potential employers, and helps disabled and blind people find employment.

4. The **independent living skills counselor** evaluates a client's mobility, indoors and outside, examines the architectural layout of his home, and suggests special adaptive aids, equipment, and techniques which make daily living tasks easier. The counselor also evaluates the client's need for programs to increase muscle strength, joint mobility, etc.

5. **Peer counselors** combine professional counseling skills with personal experience gained from living with a disability. Counseling services currently offered include individual and family counseling, groups for mates and parents of disabled people, as well as consciousness-raising groups for the disabled themselves.

6. The **health maintenance program** stresses personal responsibility for body awareness and individual health. Through home visits and informal office sessions the program helps disabled people understand bowel, bladder, skin, and respiratory problems and treatments. Counselors suggest medical equipment, promote satisfactory communication between patients and medical professionals, and train prospective attendants and families in care techniques for the disabled.

7. **Outreach counselors** contact hospitals, service organizations, rehabilitation agencies and community groups in order to provide information about CIL.

8. The **housing department** keeps listings of accessible houses and apartments, helps disabled people find places to live, and is available for consultation regarding house modifications.

9. The **blind services department** conducts individual and group counseling, client advocacy, mobility instruction and recreational activities specifically for the blind and partially sighted.

10. CIL's door-to-door **transportation service** is available to aged and disabled of Berkeley, Albany, Emeryville, and Oakland (north of Fruitvale Ave.). All vehicles are equipped with wheelchair lifts and mobile radios.

Service is available from 9:00 am to 9:30 pm Monday thru Friday and from 9:00 am to 4:30 pm on Saturday. Priority is given to advance orders. Transportation phone number is 848-5545. Future plans will extend the hours of service and area served.

11. CIL's **wheelchair repair shop** is the largest in Northern California. It provides while-you-wait service for both manual and electric wheelchairs, 9:00 am to 5:00 pm weekdays and noon to 5:00 pm weekends. Emergency evening service is also available.

12. The **automotive and machine shop** mechanics conduct classes for staff and clients in vehicle maintenance and general machine shop practice as well as being responsible for servicing all CIL vehicles.

13. The **community affairs department** is attacking the physical, economic, and social problems of the disabled on the federal, state, and local levels. On the local level this has meant close cooperative work with city agencies leading to the installation of curb ramps and removal of architectural barriers.

14. The **communications department** publishes **The Independent,** a quarterly magazine with a national circulation. The relevance of **The Independent**'s subject matter to the disabled everywhere is reflected by the increase in circulation from 1000 in the Bay Area to over 7000 nationally.

15. The **Research and Demonstration Project,** as one of six delivery system demonstration projects coordinated with the National Comprehensive Needs Study of the Severely Disabled, is a demonstration of the advantages of a peer counseling approach to delivery of services to the severely disabled. The project works with a few, hard-to-serve clients providing CIL-type services on a small scale. Research staff carefully document procedures and results so that the project can produce guidelines and serve as a model for future disabled services agencies nationwide.

TRAINING

1. The **Computer Training Project** trains people with severe disabilities in computer programming and places them in jobs with the help of an advisory committee of representatives from major corporations. The instructors, disabled themselves, and the CIL services staff work with the students to prepare them for the working world.

2. Through the California Department of Rehabilitation, CIL employs disabled and blind people as **On-the-Job Trainees** to learn skills ranging from wheelchair repair to peer counseling. Some trainees are guaranteed jobs at CIL after their training, and others go on to positions in business and government.

3. Using specially developed materials, CIL trains **rehabilitation counselors, police, and fire department personnel** to better understand disabled people. One part of the project is a five day course for rehabilitation counselors in which each counselor spends five days in a wheelchair or blindfolded.

4. CIL, in conjunction with the Center for Health Studies/Antioch College, offers **M.A. and B.A. degrees** in Health Services Administration and Psychology with emphasis on counseling and services for the disabled. This degree program is the only one in the United States focusing on the psychology of disability using the peer counseling approach as practiced at CIL.

BUSINESS ENTERPRISE PROGRAM

Funding from private foundations and government makes it possible for CIL to provide services free-of-charge except for transportation (30¢ a ride) and wheelchair and van repair (paid by Medi-Cal, private insurance companies, or individuals). As a first step toward financial self-sufficiency, CIL has established a business enterprise program.

1. The wheelchair repair shop derives income from sale of parts and services and is currently self-supporting. The shop is a dealership for major brands of durable medical products, and its mail order department sells van tie-downs, Davis forks, and other equipment.

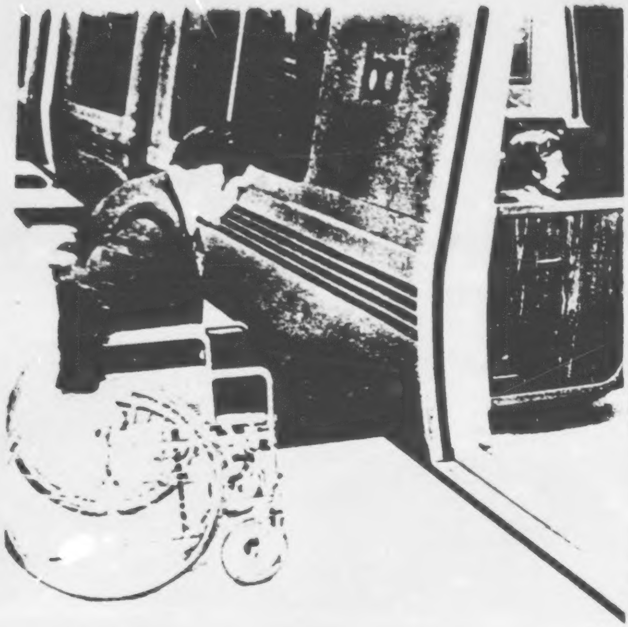
2. CIL's machine shop is in the business of making cars and vans accessible to the disabled by installing hand controls, lift gates, ramps, and tie-downs.

3. CIL is studying the state-of-the-art of wheelchair design in order to develop and eventually market a wheelchair with exceptional durability and performance.

4. The California Department of Rehabilitation contracts for CIL services such as mobility instruction and living skills counseling.

IMPACT

Numerous disabled and blind people have moved to Berkeley to take advantage of the environment which has grown up around CIL. CIL provides over 1400 units of service per month to people who are having their first taste of independence and to people who regularly rely on the supportive services we offer. Mail and phone calls from disabled people all over the country lead us to believe that every city should have its own "Center for Independent Living."



Opening New Horizons for the Blind and Severely Disabled

CENTER FOR INDEPENDENT LIVING, INC.
2054 UNIVERSITY AVE. 2nd FLOOR
BERKELEY, CALIFORNIA 94704
841-4776 • 841-3900

a non-profit organization committed to greater opportunity, mobility and independence for the severely disabled and blind through programs of self-help.

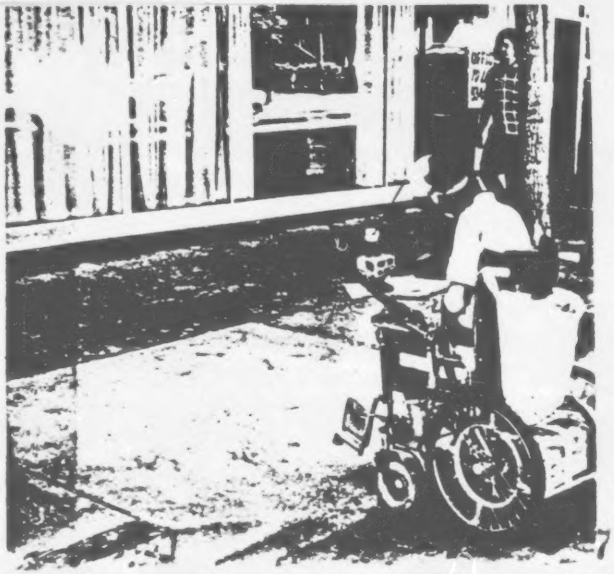
THE CENTER FOR INDEPENDENT LIVING, A SELF-HELP ORGANIZATION, IS DEMONSTRATING HOW THE SEVERELY DISABLED AND BLIND CAN LEAD PRODUCTIVE LIVES AS ACTIVE, CONTRIBUTING MEMBERS OF SOCIETY . . .

captions: Right: CIL member testifying before HEW conference in San Francisco, Below Right: A severely disabled person navigating a wheelchair ramp in Berkeley; Below: a blind person backpacking in California park.

through cooperation with and guidance to government rehabilitation and welfare programs and private agencies

and by helping communities become barrier-free environments where disabled people can move about safely and free

through innovative service programs stressing the disabled person's ability to be independent . . .



CLIENT SERVICES

The CIL Client Services Program provides a holistic, integrated approach to meeting the needs of the blind and severely disabled. It acts as a clearinghouse for information on other agencies, both public and private, and as a source of services not otherwise available. It also provides peer group support, a vital element in enabling the disabled individual to acquire first the motivation and then the ability to achieve functional independence.

TARGET POPULATION

There are over 30,000 physically disabled and blind individuals in CIL's target area which includes Berkeley, North Oakland, Emeryville, Albany and Kensington, California. The target community will be expanded in the near future to include all of Alameda and Contra Costa Counties in California.

All disabled people in this area are clients of CIL and eligible for free use of most services.

COMMUNICATIONS

One of CIL's prime concerns is communicating the needs and options of the severely disabled and bli to the entire community. This is accomplished through lectures, articles, press releases, attendance at conferences and symposia, and special events. CIL publishes a quarterly magazine for the disabled *The Independent*, featuring news on equipment, recreation, legislative changes, self-help techniques etc. CIL conceived the award-winning radio series, *Stigma*, which was aired nationwide in 1974.

THE CIL MODEL PROGRAM IN NORTHERN CALIFORNIA

CIL supportive services include:

- Early outreach and identity reinforcement
- Counseling families of the newly disabled with emphasis on the economic as well as psychic benefits of independence on the part of the disabled member
- Assistance in locating, training, financing and managing attendant and reader services and maintenance of pools of qualified individuals
- Housing assistance and arrangement for home modifications
- Reliable, fast wheelchair, prosthesis and corrective aid repair
- Advice and advocacy regarding rights under social welfare and health programs
- Personalized counseling by peers leading to self-reliance in personal care and management of bodily functions
- Crisis counseling
- Referral to health and other specialized facilities (e.g. sex counseling)
- Transportation service within target area and feeder service to BART and other public transportation systems.

RESEARCH AND EVALUATION

CIL is committed to the development of better service programs for the disabled and blind throughout the country. It provides research, analysis and guidance to government and private agencies, cities, educational institutions and industry. Working with the Rehabilitation Services Administration, The Urban Institute and others, CIL has prepared surveys on the size of the severely disabled population and its needs, the state-of-the-art in rehabilitation technology and other subjects vital to the effective participation of the disabled in society.

COMMUNITY ENVIRONMENT

This branch of CIL focuses on the community, its systems, facilities and services. As a result of cooperative effort between CIL, government and businesses, the target community is swiftly becoming a model environment which allows full access and mobility to its entire population, disabled as well as able-bodied.

For example:

- The City of Berkeley is practically barrier-free as a result of a three-year program to install wheelchair ramps and other safety measures on city streets,
- The City of Oakland has begun a similar barrier-removal program,
- BART, the Bay Area's new rapid transit system already contains many of the safety measures which enable use by disabled and blind; more are being installed,
- Building codes are being modified to increase number of dwellings accessible to the disabled,
- Government job classifications are being redefined to permit hiring of disabled and employers are being urged to help the disabled find appropriate, challenging jobs.

WHO ARE THE DISABLED?

The risk of disability hangs over everyone. Many are born with it, but many more become disabled suddenly—from an accident (especially in a car) or an illness. Few people realize just how many severely disabled and blind there are in the U.S. The Department of Health, Education and Welfare estimates the figure at 3,000,000. And, ironically, that figure is increasing due to the life-saving skills of modern medicine.

Consider, for example, the 45-year-old salesman who is paralyzed as a result of a stroke, the 23-year-old secretary severely crippled by an auto accident, the 53-year-old widow confined to a wheelchair with advanced arthritis, and the 10-year-old child suffering from a bone-degenerating disease. Medicine has saved their lives, but what are they to do now? How are they to live?

THE NEED

So few of the severely disabled know the options that are available to them. Once they leave a hospital environment they normally step into a situation of dependence on family or institution. There are other alternatives—in terms of living arrangements and careers—but it takes a great deal of guidance and training before a disabled person learns how his physical and psychological needs and wants fit together.

There are many agencies and programs for the disabled, but none provide the services and support at the level needed to effectively rehabilitate severely disabled people into society. In some cases the inadequacy of services is due to insufficient funds, but most often it arises from narrowly focused, short-sighted and fragmented approaches to the problem.

The Center for Independent Living was founded by the severely disabled to demonstrate, through its work with a target population in Northern California, how a program of comprehensive services can enable a disabled person to function actively and independently in the community.

CIL

CIL HISTORY

CIL was founded in Berkeley, California, in 1972. The place was no accident. That city has had, in recent years, a uniquely receptive climate for the establishment of a successful self-help program for the severely disabled and blind.

Berkeley has an extraordinary concentration of independent, highly-educated, disabled men and women. This is due, in part, to the introduction of a model Physically Disabled Students Program at the University of California in 1970.

The founders of CIL believed that an innovative and strongly supportive program, such as the one developed for the disabled and blind students at the University, could be developed for the large disabled population of the city, neighboring communities and counties.

Since its inception in 1972, CIL has set up a comprehensive service organization to guide and aid the disabled and blind in Berkeley and adjoining communities. It has also established programs of communications, community environment, research and evaluation which are effecting broad scale changes in the physical and social environment of the target community and the State of California.

FUNDING

CIL has gained the support of private individuals, foundations and government agencies. Private donations have made possible the purchase of vehicles for the transportation program as well as other equipment, and grants from the County of Alameda, the City of Berkeley, the San Francisco Foundation and others have enabled the implementation of programs. Some programs can be self-supporting (i.e. wheelchair repair and specialized transportation), but most will continue to be offered free to all disabled. These will have to be funded by concerned individuals and corporations and local, state and federal governments.

On the national level CIL is a priority of the Rehabilitation Services Administration. Federal agencies are funding CIL's research division in the study of programs that can be implemented nationally. The future looks hopeful. With increasing public support and government aid The Center for Independent Living will be able to extend the greater promise and new opportunities now available in the Northern California target area to the disabled everywhere.

All contributions are tax deductible.

THE MILWAUKEE AVOCATIONAL COUNSELING FOR THE ELDERLY MODEL

by Dr. Robert P. Overs

Program Overview

Who served, how many and geographic area: Men and women 55 years old and older. We provide service at a rate of about 10 people per month. Services were available to residents in a four county metropolitan area.

Primary activities provided: Retirement leisure planning, leisure (avocational) counseling, avocational information and referral.

Primary facilities used: Referrals are made to a network of public and private facilities providing opportunities for avocational activities throughout the metropolitan area. Offices are located in a senior citizens recreation center.

Staffing (number and titles: Project director (1), avocational counselor (1), research assistant (1), follow-up interviewer (1 part time), college student support staff (5 part time).

Total budget and primary sources of support: Federal funds from the Administration on Aging $74,201.

Values and goals achieved through the program: We have the impact of avocational counseling with the elderly (55+), how counseling is done and we attempt to measure the results.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Milwaukee Avocational Counseling for the Elderly Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Recreation organizations are apt to start an activity and then look around for enough bodies to fill up the activity rather than starting with counseling and determining what the individual wants and needs and then supplying it.

"Free" choice of activity is limited under such systems. Our Milwaukee Model focus is on what the individual wants and needs.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	%	$ 42,362
2. Salaries, part time	%	$ 9,965
3. Other compensations	%	$ 11,512
B. Services-Contractual		
1. Communication	%	$ 300
2. Transportation	%	$ 900
3. Printing, binding, and advertising	%	$ 0
4. Heat, light, power and water	%	$ 0
5. Repairs (equipment/ structures	%	$ 0
6. Janitorial, cleaning, other services	%	$ 0
C. Commodities		
1. Supplies	%	$ 2,572
2. Materials	%	$
D. Current Charges		
1. Rents	%	$ 3,000
2. Insurance	%	$ 0
3. Refund, awards, indemnities	%	$ 0
E. Current Obligations		
1. Pensions and retirements	%	$ 0
2. Grants and subsidies	%	$ 0
3. Taxes	%	$ 0
F. Properties		
1. Buildings and improvements	%	$ 0
2. Equipment	%	$ 0
3. Land	%	$ 0
G. Debt Payments	%	$ 0
TOTAL	N/A %	$74,201

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$ 74,201
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 74,201

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal			
Administration on Aging	$74,201	men & women 55 & over	(projected) 240

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

Job Descriptions	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		6						6					6		6						6					6		
Project Director								1					1		1						1					1		
Counselor	1						1						1	1						1						1		
Research Ass't.	1					1					1			1					1					1				
Follow-up Interviewer		1				1				1					1				1				1					
College Student Support Staff		5		2	1	2			3	2					5		2	1	2			3	2					
Volunteer																												

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted: Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In) specific training in leisure choice psychometric instruments	Recommended (same as now conducted): Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members																				
Project Director																				
Counselor	X																			
Research Ass't.	X																			
College Support Staff	X		X	X				X		X										
Volunteer																				
Other Jr. College student doing field work	X		X	X				X		X										

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers		X		
Transportation for participants		X		
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers		X		
Community Attitudinal Barriers	X		see note 1	
Locating or finding handicapped	X		see note 2	
Inadequate funding for programs		X		
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	N/A			

Our efforts in eliminating these problems are as follows.

Note 1 Getting the idea of avocational (leisure) counseling accepted by both professionals and lay people has been difficult. You may wish to define this as an attitudinal barrier.

Note 2 Our greatest problem has been recruiting clients. We have had to carry on a very vigorous publicity and public relations campaign. We have some clients coming in but not at the rate anticipated.

Program

We do not offer any recreational programs; only avocational counseling.

Facilities

The major facilities used by our special populations recreation program are reported below.

We refer to any facility depending on the choice(s) which emerges after counseling.

REPRINT

(from the Journal of Health Physical Education Recreation, 1970, Vol. 41, No. 2, pp. 36-38)

A Model for Avocational Counseling

Robert P. Overs, Ph.D.

How do individuals choose avocational activities? Although this is an obvious question, it seems to have been neglected both in the literature of counseling and recreation. Certainly, there is no indication that there exists any well-established pattern of professional practices for aiding people to make avocational choices comparable to that developed in the vocational counseling field for making occupational choices.

In vocational counseling a great deal of work has been done over the last fifty years, and a model has been established and refined. In addition to counseling skills and psychometric testing, this has included an invaluable occupational classification system, found in the Dictionary of Occupational Titles, published by the U.S. Employment Service. Systems for filing information about occupations have been developed using this classification system. These have increased precision in occupational decision making because counselors and clients have had the specific facts available upon which to base their decisions.

A comparable model for avocational counseling and instruments suitable for use with this model are needed. Such a model is essential for all avocational counseling, but especially for counseling with those individuals who have retired, are about to retire, or because of a disability are not in the work force. In addition, high school students would benefit from these techniques to help them select avocational activities in line with their developmental needs and educational and occupational goals. College students can be helped to pinpoint with more precision avocational activities related to occupational goals or specifically designed to offer contrasting activities as a change of pace from occupational careers.

One of the central tenets of the recreation profession is that clients have freedom of choice in their selection of avocational activities. The counseling profession would add the corollary that clients need counseling help in resolving internal conflicts and anxieties which prevent them from identifying and selecting the avocational activity which would be most meaningful to them.

Many older people and many disabled persons have extensive fears and anxieties about their ability to enter an activity, even though it might be one that previously had been of interest to them. Accordingly, the selection of an avocational activity must take into account the client's ability, his current level of functioning, his estimated maximum capacity, and his emotional readiness.

A considerable body of counseling knowledge has been developed concerning the problem of eliciting and clarifying vocational interests. This may be suitably reapplied to the determination of avocational interests. It is important to explore activities of the greatest interest to the client to enhance motivation. A careful analysis of themes in the client's life style may reveal interests of which the client is only dimly aware and of which he is unable to anticipate the activation and fulfillment without counseling help.

ACTION INITIATED	CLIENT CHOICES POINTS	METHODS OR INSTRUMENTS
Identification of interests and aptitudes of client		Measured by: expressed interests interests inventories psychological tests analysis of the life history data observation of demonstreted interests in: occupational therapy and work evaluation
Identification of physical, mental and emotional limitations		Medical evaluation
	Client selects one or more fields of activity to explore	
Systematic exploration and identification of suitable avocational activities		Avocational Activities Inventory (AAI)
	Client narrows down choices to one or more activities for which outlets are potentially available	
Systematic exploration of the Avocational Activities File to locate activity opportunities appropriate for the activity choices made		Avocational Activities File
	Tentative choice of one or more apparently available suitable activities	
Activity testing. A client tries out one or more activities. Referral by counselor or recreation worker to activity agency if appropriate. Detailed check of clients' eligibility for activity if appropriate. Arrangement for transportation, writing for information, purchase of equipment, etc.		Referral network
	Final Choice: Client initiates activity. Client makes final choice of activity which is demonstrated to be fully available to him.	

As with vocational choices, the choice itself is not realistic unless an investigation of local opportunities reveals that the physical, psychological, and social setting makes it a realizable choice.

In general, avocational activities are more meaningful to the extent that they challenge an individual's full potential. Although merely participating in an activity may be satisfying, doing it well adds to the pleasure and increases the motivation. Greater competency adds variety and more lasting enjoyment to the activity; it also enhances the individual's self-image and status and may widen the range of social interaction. However, an activity which is so difficult as to become a chore rather than a rewarding experience results in discouragement and loss of motivation. Counseling may help in the correct choice.

A systematic counseling approach to avocational activity choices is illustrated in the chart. Its successful implementation depends on two new instruments developed at the Curative Workshop of Milwaukee.

AVOCATIONAL ACTIVITIES INVENTORY

Modeled after the Dictionary of Occupational Titles, a systematic method of identifying, classifying, and coding avocational activities has been developed and titled the Avocational Activities Inventory (AAI).[1]

The classifications used in the AAI are as follows:

0 Games
1 Sports
2 Nature Activities
3 Collection Activities
4 Craft Activities
5 Art and Music Activities (Performing)
6 Educational and Cultural Activities
7 Volunteer Activities
8 Organizations
9 Social Relationships

A sample of one detailed area is presented below:

2 Nature activities
  28 Animal raising and breeding
    287 Raising/breeding of dogs

---

[1] This work was done as part of Project 2537-P funded by a grant from the Rehabilitation Services Administration, Department of Health, Education, and Welfare. Dennis J. Weerts and John R. Healy carried the major responsibility for developing the inventory; Jane Martin and Jean Ullmer also contributed.

Free copies of the Avocational Activities Inventory are available from the Research Department of the Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233. The inventory was issued as Bulletin No. 5 of the Milwaukee Media for Rehabilitation Research Reports, cosponsored by the Curative Workshop of Milwaukee and the University of Wisconsin-Milwaukee.

The Avocational Activities Inventory now contains 899 titled and coded items covering 23 pages. Work has begun on writing paragraph definitions for each titled and coded item.

AVOCATIONAL ACTIVITIES FILE

The second implementation stage is an Avocational Activities File which parallels the ubiquitous occupational file, indispensable in vocational counseling. Folders are arranged according to the Avocational Activities Inventory code numbers and filed vertically in a filing cabinet. The number of subdivisions varies according to the amount of time and effort available to locate, list, and classify activity opportunities and the number of avocational activities opportunities available. Obviously, the number of activity opportunities in a large metropolitan area will greatly surpass those available in a village. Data on avocational opportunities which have been collected, classified, and filed, include announcements and programs from recreational, educational, fraternal, church, and other organizations, and clippings of newspaper announcements. The help of key personnel in different communication networks should be solicited to ensure as thorough coverage as possible. These include, as a minimum, professionals in recreation, education, social work, church work, unions, rehabilitation, and librarians.

We have described the development of two technical instruments, the Avocational Activities Inventory and the Avocational Activities File, to implement the choosing of avocations. Also important is the difference between the counseling approach and what may be termed the situational approach. As we see it, the counseling approach starts with the interests, aptitudes, and needs of the client and reasons from there to appropriate activities for their fulfillment. The activities approach starts with a professional knowledge of available activities and resources and attempts to fit the client into the most readily available activity. The situational approach is commonly associated with the professional activities of recreational workers, occupational therapists, and social workers. In actual practice there is, of course, overlap between these two approaches. Furthermore, neither approach may be arbitrarily valued over the other. The counseling approach is sterile if, after selecting the best fitting avocational objective, the client is never entered into the avocational activity because the counselor lacks knowledge of where such an activity opportunity exists. The activities approach misfires if the activities suggested do not tap the client's underlying needs so that he is motivated to make the effort to participate.

The strengths of both approaches should be combined into an improved system of helping the client select and implement an avocational activities choice.

AVOCATIONAL ACTIVITIES FOR THE HANDICAPPED

A HANDBOOK FOR AVOCATIONAL COUNSELING

PUBLISHED 1974
208 pages
$9.95
ISBN 0-398-02975-X

ROBERT P. OVERS, Ph.D.
Research Coordinator
Curative Workshop of Milwaukee

ELIZABETH O'CONNOR
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With a Foreword by
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Milwaukee, Wisconsin

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AMERICAN LECTURES IN SOCIAL
AND REHABILITATION PSYCHOLOGY

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Chairman, Department of
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Virginia Commonwealth University
Richmond, Virginia

The descriptions of the avocational activities in this handbook are written for the person searching for an avocational activity. The Handbook is designed for use in avocational counseling by counselors, recreation therapists, occupational therapists and social workers.

Each activity is sufficiently described so that a preliminary decision can be made as to whether a given activity is suitable for a specific individual. The narratives emphasize the phenomenological and other psychological dimensions of the activity and also describe the interpersonal relationships and social settings of the activity.

All of the activities are classified and coded according to the complete classification of avocational activities previously developed by the senior author.

Readers are not expected to agree with all of the authors' impressions of activities. The Handbook has been planned to be provocative and controversial to stimulate counselors, whether they agree with the descriptions in the book or not, to think in new ways about the psychological and sociological framework within which activities are pursued.

Special features include:

CHECK LIST of environmental factors associated with the activity. Does it require much space or equipment?

CHECK LIST of social-psychological factors in an activity. Is it aesthetic or utilitarian? Creative or pre-patterned? Abstract or concrete?

CODED IMPAIRMENT TABLES to show whether a person with a certain type impairment would perform the activity. Could a blind person do this without help? Could a person do it if the rules were modified or special equipment were provided?

ENERGY OUTPUT TABLES for use with people having severe systemic impairments, especially heart patients. All of the activities are rated in terms of energy output ranging, for example, from 2 mets in playing cards to a range of 10 to 26 mets for wrestling.

QUICK FIND LIST at the end of the Handbook to help the reader to quickly locate all of the activities suitable for an individual with a particular impairment.

208 pages $9.95

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Send me one copy of Overs, O'Connor & DeMarco: AVOCATIONAL ACTIVITIES FOR THE HANDICAPPED: A Handbook For Avocational Counseling, ($9.95) on *ten days inspection approval* (on approval in U.S.A. and Canada only). I will send a remittance within thirty days if I decide to keep this book. (Orders accompanied by a remittance will be sent postpaid.)

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department ______________________ address ______________________

THE SAN FRANCISCO RECREATION CENTER FOR THE HANDICAPPED MODEL

by Ms. Janet Pomeroy

Program Overview

Who served, how many and geographic area: Current enrollment is 1300 individuals ranging from infants through elderly from the San Francisco Bay area and some additional surrounding counties. The majority are multi-handicapped. Every disability is represented among those who participate at the Center and in the Outreach program. Most of the participants are mentally retarded. Some are also partially sighted, deaf, hard of hearing, neurologically handicapped, emotionally disturbed, speech impairments, or with a combination of these handicaps. Others are handicapped as a result of accidents, arthritis, muscular dystrophy, strokes, terminal diseases, and other conditions. Some are in wheelchairs, on crutches and even bedfast. Some are subject to convulsive disorders, and a large number require custodial care such as feeding, diapering and toileting.

Primary activities provided: A wide range of indoor and outdoor activities are offered in the Center and throughout the community. Included are: arts and crafts, singing, story telling, drama, music, dancing, games and sports, physical fitness, swimming, personal grooming, bowling, cards and table games, discussion groups, education classes, skills training, cooking, sewing, films, book reviews, hobbies, speakers, special entertainments, cook-outs, attendance at community events, community service projects and special events, visits to places of interest, trip camping and resident camping. Participants are encouraged to select and plan their own activities as much as possible.

Primary facilities used: The majority of programs are conducted in specially designed facilities located on a wooded 5½ acre site at 207 Skyline Boulevard in San Francisco, California. The single story building eliminates architectural barriers. Corridors and doorways are wide enough to accomodate wheelchairs. Water fountains and public telephones are all wheelchair height. All toilets are adapted with wide doors and grab bars, and in the day care wing all the facilities are child-sized. The 18,000 square-foot building houses activity rooms for arts and crafts, music and drama, a day care wing, a large multi-purpose room with stage and audio visual services, a fireplace and adjacent kitchen and staff offices. All activity rooms open directly into large outside patios, with barbeque facilities and additional play and eating areas. Wall surfaces, floors and funishings are washable for easy maintenance. Doors are color coded so that the handicapped who cannot read can identify facilities such as toilets, activity rooms, offices, and exits. In the day care area, floors are heated for small children. All rooms throughout the building have floor-to-ceiling windows for ample light and visibility. A garage, housing the Center's fleet of buses adjoins the building. A large swimming pool complex is 12,000 square feet in the interior. The pool itself is 25' wide and 75' long and has a special ramp at one end for wheelchairs and gurneys. Another special feature is a wading pool area with steps for teaching tiny tots to swim. The pool is designed so that the water can be kept at a comfortable 80 degrees or 90 degrees for therapeutic swimming. The balance of the 5½ acre site permits day camping year round and provides outdoor recreation areas with a variety of surfaces for wheelchairs, play vehicles and day care play yards. Future development will include a gymnasium and pool buildings which are operated automatically for wheelchair accessibility.

The Center's Outreach program is conducted in private homes, board and care homes, and in social halls of neighborhood facilities such as churches, Housing Authority complexes, Recreation & Park Department facilities and others.

Staffing, (number and titles): Eighty-five full-time staff including Center Director, Business Manager, Program Director, Program Supervisors, Recreation Leaders, Recreation Assistant Leaders, Aides, Program Specialists, Bus Drivers, clerical, maintenance, and kitchen workers.

Total budget and primary sources of support: The present budget is $800,000 per year. The primary sources of support are the City and County of San Francisco, Recreation and Park Department, State of California, Federal government, and private funding.

Values and goals achieved through the program: Regardless of the severity of the handicap, children, teens and adults are able to experience the same range of social experiences that are available to persons who are not handicapped and through such participation develop a sense of worth as a human being. This enhanced self-esteem enables them to function within their capacities as members of their community.

During 24 years of operating community recreation programs for the severely handicapped and retarded, the staff has seen a great deal of evidence of the many benefits derived from recreation for these persons. The Center has demonstrated that recreation activities of all types can act as a stimulus for the handicapped and retarded for greater self-realization and social development. It has also shown that recreation is not only an avenue of education for the retarded and handicapped at all levels, but is a valuable tool for preparing these persons for integration into other community programs. An example of this covers two major groups which have shown sufficient improvement through the Center's recreation programs during the past seven years to be integrated into other programs within the community. These were multi-handicapped children and severely retarded adults who were not accepted by any other agency in the community, as follows:

750 multi-handicapped children not accepted in any school;
800 severely retarded young adults and older adults returned to the community from State institutions.

The significant achievements in working with these two groups are noted in the fact that of the 750 children served during the past 10 years, to date 550 of these children have improved sufficiently in physical, social, emotional and self-help skills and general maturation to be accepted in City schools for the retarded or in special classes in regular schools. In some dramatic instances, some have been enrolled in regular classes in regular schools. Of the 800 teens, young adults and older adults who were returned to live in foster care homes in the community from State institutions, to date 203 have developed sufficiently in self-confidence and in social and self-help skills to "graduate" from the Center into the municipal recreation and park programs.* Twelve have found jobs in the community and ten are serving as Program Helpers in the Center's Work-reation Program.

While the above accomplishments are rewarding and most dramatic, realistically there are among the handicapped those who will always need special programs in which they are able to function to the maximum of their capacities.

*They also use other community recreation agencies and commercial recreation.

Philosophy and Rationale

At San Francisco Recreation Center for the Handicapped Model we hold the following special or unique views about community recreation for people who are handicapped.

The multi-handicapped can derive the same benefits from recreation as can those who are non-handicapped. The only obstacle to programming is staff attitude and unwillingness to serve this group.

Schools are not adequately preparing recreation majors in the leadership skills necessary for leading, teaching, adapting and conducting recreation activities for the handicapped.

The primary purpose of recreation for the handicapped should be the same as that for all other segments of the population, namely: the fulfillment of the recognized human need for recreational experiences, and not as an intervention to cure or alleviate secondary problems. While recreation activities have been found to be useful in involving persons with problems, the rationale for eligibility for recreation service should not be based upon the presence of a problem to be overcome. In other words, de-emphasize the idea that the handicapped are a "problem" and that recreation is a "Therapeutic" answer.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	50 %	$
2. Salaries, part time	14 %	$
3. Other compensations	10 %	$
B. Services-Contractual		
1. Communication	2 %	$
2. Transportation	%	$
3. Printing, binding, and advertising	1 %	$
4. Heat, light, power and water	7 %	$
5. Repairs (equipment/ structures	1 %	$
6. Janitorial, cleaning, other services	4 %	$
C. Commodities		
1. Supplies	7 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	0 %	$
2. Insurance	4 %	$
3. Refund, awards, indemnities	0 %	$
E. Current Obligations		
1. Pensions and retirements	0 %	$
2. Grants and subsidies	0 %	$
3. Taxes	0 %	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	%	$ 800,000

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 198,000
Local school district funds	$
Other city agency/department funds	$ 47,000
County source of funds	$
Special district funds	$
State grants	$ 125,000
Federal grants	$ 285,000
Contributions, donations	$ 145,000
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 800,000

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	S.S.I.	$380,000	Adult handicapped and elderly	520
State	State Nutritions Prog.	9,000	Children under 18	60
	Golden Gate Regional	20,000	Adult and Children D.D.	40
	State Dept. of Educ.	69,000	Children and Adults under 21	40
County	Developmental Disability	28,000	All age groups for transp.	75
Local	Recreation & Park Dept. City and County of San Francisco	103,000	All ages of handicapped and elderly	300
	Comm. Mental Health	46,000	All ages--all handicaps	40
Private		145,000		225

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

Job Descriptions	← Actual Staffing Pattern Present →		Education Preparation Possessed						Experience Level Possessed					← Recommended Staffing Pattern →		Education Preparation Recommended						Experience Level Recommended					Handicapped Individuals Employed	
	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	3					2	1					1	2	3						3					1	2		
Supervisor (TR Specialist)	4					2	2				2	2		4						4				4				
Leader (TR Worker)	14	7				16	5			18	1	2		17	7				19	5			6	18				
Aide II (TR Technician)	3	3				5	1		3	2	1			5	7				10	2			4	8				
Aide I (TR Assistant)	14	5	1	1	2	14	1		4	10	5			16	7			5	18	1		11	12				2	2
Volunteer																												

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In) Driver Training Simple car maintenance	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members	x			x																
Administrator	x	x	x	x	x	x	x	x	x											
Supervisor	x	x	x	x	x	x	x	x	x											
Leader	x		x	x	x	x	x	x	x											
Aide	x		x	x	x	x	x	x	x											
Volunteer	x		x		x	x	x	x	x											
Other Drivers	x			x		x	x	x		x										

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	x (before new facility)		x	
Transportation for participants	x		x	
Insurance for staff participants, volunteers	x		x	
Staff and Indirect Barriers	x		x	
Community Attitudinal barriers	x			x
Locating or finding handicapped	x		x	
Inadequate funding for programs	x		x (somewhat)	
Training of staff to serve handicapped	x			x
Employment of Handicapped in Recreation and Leisure Service		x		

Our experience in dealing with the problems and barriers confronted in developing our program has been as follows.

1. Architectural Barriers: Designed and constructed a new facility with Federal, State, local and private funding.
2. Transportation: Developed our own transportation service with donated buses and inclusion of transportation costs in funding contracts.
3. Insurance: By involving an insurance broker through Board membership and orientation to the needs of the handicapped. Also, by maintaining a good track record relative to accidents through careful selection and training of drivers.
4. Staff and Indirect Barriers: Staff reaction to feelings of inadequacies as program was opened to the most severely and multi-handicapped, were overcome by continuous in-service training activities.
5. Negative Community Reactions: To the handicapped have modified to some degree with our constant exposure of the handicapped in the community together with the efforts of other community groups, but the problem remains far from solved. The new facility itself, one of the outstanding buildings in the community, makes a statement as to the worth of the handicapped. This is reflected in the increased involvement of the community in visits to the Center, and increased volunteer services and donations. In addition, offering the Center as a meeting place for community groups, and the consequent exposure to the handicapped is also beginning to bring more positive reactions.

6. Locating and Finding Handicapped: Continuous involvement with County agencies in planning and coordinating activities, together with the daily appearance of our buses on streets throughout the city has served to make the Center increasingly well known. The growth of our enrollment of 500 five years ago to 1300 today clearly demonstrates the handicapped have found us.
7. Inadequate Funding for Programs: Continuously exploring and utilizing a variety of resources rather than relying upon one major source; subsidy from public Recreation and Park Department; contracts for services with social agencies; demonstration and development of public funds; private foundation grants for special programs; service clubs and fraternal organizations, etc.; our own fund raising activities. We find, however, that the need always exceeds available resources.
8. Training of Staff: We are finding that the schools are not adequately preparing recreators to work with the handicapped. While they are receiving a great deal of medical background about the handicapped, they are not being trained in leadership skills, i.e. leading, teaching and conducting of program activities, adaptations, and face to face leadership. We solved this problem to some extent with In-Service Training but this problem cannot be fully resolved unless the schools provide such basic training.
9. Employment of Handicapped in Recreation and Leisure Service: In answering this question we wish to state that we do not "Hire the Handicapped" nor do we "Not Hire the Handicapped". We base our employment practices on specific program needs and specific skills offered by an applicant, regardless of the handicap issue. Two of our valued employees are in wheel chairs. A few mildly retarded individuals are employed as transportation and program aides and offer a real service to our program. On the other hand, when previously we provided jobs for persons because they were handicapped, we found that they did not work out satisfactorily, due to a lack of skills and ability to handle the responsibilities.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered				
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other
Aquatics													
- Life Saving		x											
- Swimming - Instructional	x		x	x	x	x	x		x	x			
- Swimming - Free	x		x	x	x	x	x	x	x	x			
- Water Sports	x		x	x	x	x	x		x	x			
- Water Safety	x		x	x	x	x	x	x	x	x			
- Other:													
- Other:													
Crafts													
- Floral Crafts	x		x	x	x	x	x	x	x				
- Leather Crafts	x				x	x	x	x		x			
- Mechanical Crafts	x	x						x					
- Metal Crafts	x	x						x					
- Paper Crafts	x		x	x	x	x	x	x	x				
- Wood Crafts	x		x	x	x	x	x	x		x			
- Handicrafts	x		x	x	x	x	x	x	x				
- Other: Clay	x		x	x	x	x	x	x	x				
- Other:													
Cultural/Ethnic													
- Festival	x		x	x	x	x	x	x			x	x	
- Exhibits/Demonstrations	x		x	x	x	x	x	x			x	x	
- Other:													
- Other:													
Arts-Graphics													
- Art Appreciation	x				x	x	x	x			x		
- Art exhibit-shows	x		x		x	x	x	x				x	
- Drawing	x		x	x	x	x	x	x	x				
- Painting	x		x	x	x	x	x	x					
- Photography					x	x	x	x			x		
- Sculpture	x		x	x	x	x	x	x				x	
- Other:													
- Other:													
Dance													
- Ballet	x												
- Ethic	x			x	x	x	x	x		x			
- Folk	x			x	x	x	x	x		x	x		
- Modern	x			x	x	x	x			x	x		
- Record Dance	x		x	x	x	x	x	x		x	x		
- Social	x			x	x	x	x	x		x			
- Square	x			x	x	x	x	x			x		
- Other: creative movement	x			x	x	x	x	x		x	x		
- Other:													
Drama													
- Children's Theater	x		x	x	x							x	
- Community Theater		x											
- Creative Character	x		x	x	x	x	x	x		x			
- Pageants e.g. Xmas, etc.	x		x	x	x	x	x	x				x	
- Readings - Poetry/Prose	x				x	x	x	x			x	x	
- Stage Craft	x												
- Puppetry	x		x	x	x	x	x	x		x	x		
- Radio/TV	x					x	x				x		
- Talent Shows	x			x	x	x	x	x					
- Other: Orff-Schulwerk	x		x	x	x	x	x	x	x	x	x	x	x
- Other: Theater Games	x			x	x	x	x	x		x		x	x
Career Education/Guidance													
- Community Based Recreation	x		x	x	x	x	x	x	x	x	x		
- Leisure Entertainment and Enterprises	x		x	x	x	x	x	x		x	x		
- Resource Based Recreation	x	x											
- Tourism and Hospitality	x		x	x	x	x	x	x	x	x			
- Career Guidance		x											
- Career Placement		x											
- Other:													
- Other:													
Collecting and Hobbies													
- Collecting	x				x	x	x	x	x	x			
- Hobbies	x				x	x	x	x	x	x			
- Other:													
- Other:													

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered							
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other			
Educational Activities																
- Budget/Monetary Skills	x					x	x			x						
- Communication Skills	x		x	x	x	x	x	x	x	x						
- Cooking Skills	x		x	x	x	x	x	x		x						
- Grooming/Hygiene	x		x	x	x	x	x	x	x	x						
- Sex Education	x				x								x			(as needed)
- Shopping Skills	x					x	x				x					
- Time Skills	x		x	x	x	x				x	x					
- Travel Skills	x					x				x						
- Other: Leadership training	x						x	x			x					
- Other:																
Entertainment																
- Radio	x						x	x		x						
- TV		x														
- Theater	x			x	x	x	x	x					x			(when possible)
- Sport in Event	x			x	x	x	x				x	x				
- Other: Symphony	x					x						x				
- Other: Ballet	x			x	x	x	x						x			
Lawn Wine Tasting	x					x	x	x				x	x			
Fitness																
- Exercise Program	x		x	x	x	x	x	x	x	x						
- Weight Program	x				x	x	x		x		x					
- Jogging	x				x	x				x	x					
- Mobility Training	x				x	x				x						
- Gymnastics	x					x				x	x					
- Other: sensory motor activ.	x		x	x	x	x	x			x						
- Other: infant stimulation	x		x							x						
Games																
- Card Games	x				x	x	x	x		x						
- Board Games	x		x	x	x	x	x	x		x						
- Puzzles	x		x	x	x	x	x	x	x	x						
- Other:																
- Other:																
Leisure Education																
- Skills Classes	x						x	x		x						
- Leisure Education Classes																
- Survey Community Resources																
- Other:																
- Other:																

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment		x													
- Placement		x													
- Follow-up		x													
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	x			x	x	x	x	x	x	x					
- Creative Writing	x					x	x	x		x					
- Reading	x				x	x				x					
- Correspondence		x													
- Other: newspaper	x						x				x				
- Other:															
Music															
- Choral Groups	x				x	x	x	x		x					
- Instrumental Groups	x			x	x	x	x	x	x	x					
- Music Appreciation	x				x	x	x	x		x					
- Festivals	x				x	x	x	x				x			
- Lessons		x													
- Singing	x		x	x	x	x	x	x	x	x					
- Talent Shows	x			x	x	x	x	x	x	x					
Outdoor Recreation															
- Boating	x			x	x	x	x					x			
- Camping	x			x	x	x	x	x				x			
- Fishing	x			x	x	x	x	x			x	x			
- Gardening	x			x	x	x	x	x		x					
- Horticulture															
- Hiking/Backpacking	x			x	x	x	x				x	x			
- Hunting		x													
- Mountain Climbing		x													
- Outdoor Education															
- Nature Studies	x			x	x	x	x	x		x	x				
- Other: horseback riding	x					x	x					x			
- Other:															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social/Organization															
- Church Groups		x													
- Clubs	x				x	x	x	x		x					
- Consumer Groups		x													
- Special Interest Groups	x		x	x	x	x	x			x					
- Fraternal Organization		x													
- Parties	x		x	x	x	x	x	x		x	x				
- Picnics	x		x	x	x	x	x	x			x				
- Political Groups	x					x	x	x			x	x			
- Volunteer Groups	x						x	x							
- Other Scouts	x			x	x	x				x					
- Other															
Special Events															
- Birthdays	x		x	x	x	x	x	x			x				
- Fairs	x		x	x	x	x	x	x			x	x			
- Holiday Ceremonies	x		x	x	x	x	x	x			x	x			
- Other Circus	x		x	x	x	x	x	x				x			
- Other Carnivals	x		x	x	x	x	x	x				x			
Sports, Individual-Competiter															
- Bowling	x			x	x	x	x	x		x	x				
- Golf	x				x	x	x	x			x				
- Horseshoes	x					x	x	x			x				
- Pocket Billiard	x				x	x			x	x					
- Table Tennis	x				x	x			x	x					
- Tennis		x													
- Track & Field	x			x	x	x	x		x	x					
- Wrestling	x			x	x	x				x					
Sports, Individual Non-Competitive															
- Archery	x				x	x	x					x			
- Bicycling	x				x	x				x					
- Horseback Riding	x				x	x					x	x			
- Ice Skating	x			x	x	x					x	x			
- Rifelry		x													
- Rollar Skating	x			x	x	x					x	x			
- Winter Sports	x			x	x	x						x			

(Depending on individual)

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball		x													
- Basketball	x			x	x	x	x			x	x				
- Football		x													
- Field Hockey	x			x	x	x	x			x	x				
- Soccer	x			x	x	x	x			x	x				
- Softball	x			x	x	x	x			x	x				
- Volleyball	x			x	x	x	x			x					
- Other															
- Other															
Tourism and Travel															
- Outings	x			x	x	x	x	x	x	x					
- Hosteling		x													
- Out-of-state Travel	x						x	x				x			
- International Travel		x													
- Special Olympics	x			x	x	x	x					x			
- Other															
- Other															
Voluntary Service															
- Leisure Leader Activities	x					x	x	x			x	x			
- Community Activities	x					x	x	x							
- Teacher/Tudor															
- Conversing	x					x	x	x	x	x	x				
- Other service projects	x				x	x	x	x			x	x			
- Other															

Facilities

The major facilities utilized by our special populations recreation program are:

Primary facilities owned, controlled or directed.

1. Recreation Center for the Handicapped, main recreation building and swimming pool complex on 5 acre site.
2. Recreation Center day camp area - 2 acres.
3. Recreation Center swimming pool.

Primary facilites owned, controlled or directed by public agencies.

1. Museums, libraries.
2. Park and recreation pools, playgrounds, community centers.
3. San Francisco Zoo and Zoological gardens.
4. Parks and camping sites.
5. Opera and concert halls.
6. 17 senior halls at Senior apartment complexes.

Primary facilities privately owned, controlled or directed.

1. Bowling alleys
2. Restaurants
3. Theaters
4. Y.M.C.A. Camp
5. Jewish Community Center
6. S.F. Youth Clubs
7. Board and Care Homes
8. Handicapped Participant Homes

Assessment/Evaluation/Accountability

These procedures we use for assessment, evaluation, and accountability in the program and service are as follows.

1. Participants: Initial assessment at point of application, through direct observation and discussion and information provided by family, family surrogates, referral sources, etc. Written notations daily, weekly, monthly and formal evaluations quarterly, semi-annually or annually, each according to age and/or handicapping circumstances of participants. Joint assessment of individuals, as required, by Center staff, other agency personnel and consultants.

2. Program: Broad written goals established annually; written program plans prepared monthly, with monthly objectives determined by previous month's experience in meeting participants' needs. Programs evaluated monthly and overall written evaluation prepared annually. Frequency and format of reporting varies according to requirements of each program division - children - teens - adults - senior citizens.

3. Activities: Individual activities assessed daily in terms of group and individual participation and satisfaction; reviewed monthly in preparation of next month's program plans in terms of appropriateness to group and individual objectives. Overall evaluations made in annual division report.

4. Personnel: Regular and as needed supervisory conferences with each staff member; observation of programs; supervisory review of staff program plans, evaluation reports and other written materials. Formal written evaluations annually.

5. Comments: To the extent feasible, participants are involved in the planning, conducting and evaluation of program and for those who are able to participate directly in this way it is a very rewarding experience for them and for staff. However, since so many of our participats are non-verbal or have severe mental deficits, staff must rely heavily upon observation of behavior to determing their desires, needs and satisfactions. For some it is a matter of trial and error before the right combination of programming and staff direction-self direction can be worked out.

We use the following forms and guides.

-Participant Application (Authorization, Medical Information, Initial Intake)

- Evaluation of Daycare Participant
- Evaluation of Participant Development
- Report on Camper in Resident Camp
- Evaluation of Camp by Camper
- Evaluation of Participant
- Monthly Participant Attendance Sheet
- Outreach Division Annual Goals and Activities
- Outreach Division Short Term Goals and Objectives
- Outreach Division Report or Progress of Participant
- Evaluation of Progessional Personnel Guide

Comments/Suggestions

We would like to emphasize the transportation, that is, the lack of transportation is one of the major problems in initiating and conducting community recreation programs for the handicapped.

Since its inception, our Center has found it essential to own and to operate its own buses to supply transportation for on-going year-round recreation programs for participants unable to use public transportation. The Center started with one bus and gradually added others as we could promote the need and find donors for them. At present the Center owns and operates a fleet of fourteen buses and has twenty drivers for day and evening shifts. Vehicles operate from 7:00 a.m. to approximately 11:30 p.m. They are Maxi-vans equipped with the necessary straps and special harnesses for holding multi-handicapped children and adults. They all have been donated by various community groups such as foundations, service clubs, men and women's fraternal organizations, our parent auxiliary and by individuals. Painted white and bearing the Center's name, address, its symbol and the donor's name, they have created a great deal of publicity and community awareness for the Center, and have become symbolic of services to the handicapped of San Francisco. As each bus wears out, we now have a donor waiting to replace it.

Through the years of trial and error, the Center staff has learned how to operate and maintain a fleet of vehicles at a very low cost. For example, over 100,000 handicapped participants are transported yearly at a minimum cost of under $2.00 per trip. The very difficult problems of insurance have been solved, and the staff has learned ways to recruit and train drivers.

Because of the Center's expertise in the providing of specialized transportation, many San Francisco community agencies dealing with the handicapped have requested that the Center provide transportation services for their constituents. At present transportation for handicapped clients of nine other agencies is provided on a contractual arrangement. These are day care centers, rehabilitation workshops for senior citizens and others.

We are pleased to provide a list of names and addresses of public and private agencies that are conducting community-based programs and servies in recreation and leisure for the handicapped. Additional information may be obtained by contacting these programs and services.

In addition to Manual and Handbooks listed our Printed Information Available brochure, we also have the following materials for training and staff development; Volunteer Handbook, Board Members Handbook, Staff Training and Development Guide.

RECREATION CENTER FOR THE HANDICAPPED, INC.
207 SKYLINE BOULEVARD
SAN FRANCISCO, CALIFORNIA 94132

Compliments of the Recreation Center for the Handicapped, Inc.

PRINTED MATERIALS AVAILABLE

The following printed materials are available upon request. Please order by number and title.

GENERAL

NUMBER	TITLE	PRICE
	Applications:	
F129	Participant	Free
F110	Personnel	Free
F137	Volunteer	Free
F182	Resident Camp	Free
F102	Resident Camp Counselor	Free
	Fact Sheets:	
G100	General	Free
G238	Adult Program	Free
G249	Day Care Children's Program	Free
G243	Saturday Children's Program	Free
G114	Outreach Recreation Program	Free
G113	Teen Program	Free
G137	Adult Education Division	Free
G184	Camping Programs	Free
G112	History of the Recreation Center for the Handicapped Inc.	Free
P100	Brochures and Fund Raising Letters	Free
G122	Credo for Recreation Profession	Free
G171	Bill of Rights for the Handicapped Child	Free
G250	Declaration of General and Special Rights of the Mentally Retarded	Free
G146	Agreement of Subsidy with San Francisco Recreation and Park Department	Free
G110	Articles of Incorporation	Free
G127	By-Laws, Recreation Center for the Handicapped Inc.	Free
G111	Descriptive Material from Macmillan Co.:	Free
	Recreation for the Physically Handicapped, by Janet Pomeroy - 1964	Free
G229	Conditions of Employment	Free

The above materials are provided free of charge by the Recreation Center for the Handicapped, except when ordered in quantity. In this even, a small fee will be charged for mailing and handling, as follows: 25@$.50 - 50@$1.00 - 100@$2.00

G199/75

Proposals and Grant Applications

G181a/75	Proposal to Expand Transportation Services to the Developmentally Disabled of San Francisco	$ .50
G181/75	Proposal to Expand Transportation Services to the Developmentally Disabled of San Francisco (Mini Application)	.25
G256	A Proposed Plan to Provide Outreach Socialization Programs for the Elderly in Housing Authority Complexes - 1974	.50
G230	A Proposal to Provide Outreach Socialization Programs for the Elderly who are Isolated from Their Community to Sustain Their Mental and Physical Functioning -1974	.50
G251	A Proposed Plan to Expand the Center's Transportation to Serve the Handicapped of Other Agencies in San Francisco - 1973	.50
G217	A Demonstration of a Model Program Combining the Techniques of Special Education and Recreation in a Program of Infant Stimulation and Early Education for Multi-Handicapped Children - 1973	.50
G201	A Proposed Plan for Expanding Recreation and Day Activities for Developmentally Disabled Adults-1972	.50
G126	Design and Demonstration of Replicate Models as an Approach to Developing Recreation Programs for the Handicapped - 1971	1.00
G242	A Proposed Plan to Continue and to Expand a Social Rehabilitation Program for the Handicapped and Retarded Teens and Adults who are on Aid to the Totally Disabled - 1971	1.00
G239	A Proposed Plan for Conducting a Homebound (Outreach) Recreation Program for Severely Handicapped and Retarded Children and Adults - 1970	.50
G239a	A Proposed Plan for Expanding the Homebound (Outreach) Recreation Program for Severely Handicapped and Retarded Children and Adults - 1971	.50
G218	Grant Application Narrative - "To Develop a Physical Fitness Program for Severely Handicapped and Mentally Retarded" - 1969	1.00
G218a	Continuation Application for Physical Fitness Program - 1970	1.00
G218b	Continuation Application for Physical Fitness Program - 1971	1.00
G205	Grant Application Narrative - "To Develop a Plan for Year-Round Pre-School Education and Recreation Programs for Severely Multi-Handicapped Children Presently Not Accepted in Existing Handicapped Programs in the Community" - 1969	1.00

G205a	Re-Application for above Grant - 1970	$1.00
G204	Supplemental Project Information - Facilities for the Mentally Retarded - 1968	1.00
G204a	Application for Supplemental Project Construction -1970	1.00
G203	Grant Application Narrative - "A Demonstration of How the Mentally Retarded Who Have Been Previously Institutionalized Can be Integrated into Community Recreation Programs - 1968	1.00
G203a	Continuation Application for Adult Demonstration Program - 1970	1.00
G232	A Proposed Plan for Conducting a Day Care Center for Severely Physically and Mentally Handicapped Children - 1970	.50
G115	A Proposed Plan for Conducting a Day Care Program for Severely Handicapped Children - 1967	.50
G155	Proposed Plan for Day Activity Services for the Mentally Retarded in the Mission Neighborhood -1966	.50
G156	A Proposed Plan for Expansion of Day Care Program -1966	.50

Program Materials

G101	Description of a wide variety of recreation activities for severely retarded and physically handicapped children, teens and adults - including current monthly program. Includes adaptations for handicapped in wheelchairs, on crutches and bedfast.	1.00

Manuals and Handbooks

G181	Transportation Handbook	.50
G103	Driver's Manual	.50
G207	Day Camp Manual - 1970	1.00
G213	Resident Camp Manual - 1971	1.00
G106	Wheelchair Assisting	.50
G229	Personnel Handbook	1.00

Reports

G256a	First Quarterly Report: Socialization Programs for the Elderly in Housing Apartment Complexes. Nov. 1, 1974 - Jan. 21, 1975	.50
G233	Final Report - Developmental Disabilities Project #650 - "A Plan for Expanding Recreational and Day Activities for Developmentally Disabled Adults - -1974	.50
G126b	Final Report - "Design and Demonstration of Replicate Models as an Approach to Developing Recreation Programs for the Handicapped - 1973	1.00

G154	Annual Report - 20th Anniversary: "Yesterday, Today and Tomorrow" - 1972	$1.00
	Outreach Program:	
G109	Annual Report of the Homebound (Outreach) Recreation Program - 1971	1.00
G109a	Final Report of the Homebound (Outreach) Recreation Program - 1972	.50
G15[illegible]	Report to the Bothin Helping Fund - "Cast No Shadow" -1969-1970	.75
G206c	An Annual Report of the Day Care Program for Severely Handicapped and Retarded Children - 1972	.50
G206d	An Annual Report of the Day Care Program for Severely Handicapped and Retarded Children - 1973	.50
	Camp Reports:	
G158	Report of Day Camp-Camp Spindrift - 1970	1.00
G248a	Report of Resident Camp Loma Mar, "I Like Camp" - 1971	1.00
G248	Report of Resident Camp Loma Mar, "You Look Up and You Can See Hope in the Sky"-1970	1.00
G208	Report of Resident Camp Kilowana - 1968	1.00
G138	Report of Trip Camp - 1964	1.00
	Day Care Program:	
G206	Report of the Day Care Program for Severely Retarded Children - 1966	1.00
G206a	An Annual Report of the Day Care Program for Severely Handicapped and Retarded Children -1970	1.00
G206b	An Annual Report of the Day Care Program for Severely Handicapped and Retarded Children -1971	1.00
	Aid to Totally Disabled:	
G178	Annual Report on the ATD Program - "To Continue and to Expand a Social Rehabilitation Program for the Handicapped and Retarded Teens and Adults Who Are on Aid to the Totally Disabled" - 1972	.75
G178a	Annual Report on the ATD Program - 1973	.75
G218c	Final Report - Staffing Grant, Physical Fitness Program - 1972	1.00
G203b	Final Report - Adult Demonstration Program - "A Demonstration of How the Mentally Retarded Who Have Been Previously Institutionalized Can be Integrated into Community Recreation Programs"-1972	1.00
G223	A Report on "Development of Recreation Services for the Handicapped in San Francisco, California (1958-1969)" Special Project submitted in partial fulfillment of the requirements for the Master of Science Degree, San Francisco State College, San Francisco, Calif. by Rochelle Myers.	1.00

G224	Report of a Master Plan to Develop a Regional Task Force on Recreation and Physical Education for the Retarded - Dorothy V. McDougall, Project Director -1968	$1.00

Papers, Articles & Reprints of Publications

G237/75	The Activity Center And The Community 25th Silver Aniversary Conference	
G259/74	First Session: International Meeting for Recreation and Sports for Physically Hanidcapped Child - Mexico	.50
G260/74	Second Session: International Meeting for Recreation and Sports for Physically Handicapped Children - Mexico	.75
G261/74	Recreation Unlimited: An Approach to Community Recreation for the Handicapped - Nov. 1974 "Leisure" article - by Janet Pomeroy	1.00
G252	"Orff-Schulwerk, An Adaptation for Drama for Retarded Participants. David Morgan. Challenge, Sept-Oct. 1973	.50
G148	"How Can We Increase Recreational Services to the Handicapped?" Janet Pomeroy. The President's Committee on Employment of the Handicapped, Washington, D.C. 1972	.50
G140	"Recreation for Severely Handicapped Persons in a Community Setting". Janet Pomeroy. The New Outlook, Vol. 66, No. 2, February 1972	
G139	"The Development of a Camping Program: Experiences of the Recreation Center for the Handicapped, San Francisco, California". Janet Pomeroy. National Conference on Training Needs for Personnel in Camping, Outdoor and Environmental Recreation for Handicapped Children. Asilomar, Pacific Grove, California 1972	.75
G141	"Recreation for the Homebound - A Mobile Service to the Severely Handicapped". Janet Pomeroy - 1972	.50
G175	"Recreation for the Severely Handicapped in a Community Setting", a Slide Presentation. Janet Pomeroy. University of British Columbia, Vancouver -1972	.50
G107	"Recreation for the Handicapped in a Community Setting". Janet Pomeroy. Hawaii Recreation and Parks Assn. Conference, Honolulu - 1971	.75
G245	"Directions for the 70's in Recreation and Physical Education Programs for the Handicapped." Janet Pomeroy. International Conference on Health, Physical Education and Recreation, Kingston, Jamaica - 1971	.75
G119	"Recreation for the Severely Handicapped in a Community Setting". Janet Pomeroy. Conference, American Foundation for the Blind, Inc., San Francisco, Calif. - 1971	.75

G235	"Recreation for the Retarded in the Community: Perspectives, Reviews and Previews". Janet Pomeroy. American Association for Health, Physical Education and Recreation Conference. Seattle, Washington - 1970	$.25
G226	"Communtiy Recreation and Physical Education for the Retarded". Janet Pomeroy. The Texas Department of Mental Health & Mental Retardation State Conference, Austin, Texas - 1970	.75
G121	"Creative Programming for the Severely Handicapped in a Community Setting", a Slide Presentation. Janet Pomeroy. Y.M.C.A. and University of Washington Workshop, Longview, Washington - 1970	.75
G216	"Community Recreation for Severely Handicapped and Retarded". Janet Pomeroy. Conference, "Recreation in Rehabilitation - Its Therapeutic Scope and Potential", University of California Medical Center, San Francisco - 1969	.75
G212	"Are You a Good Leader?" Rochelle Myers. *The California Rehabilitation Services Association*, July-August 1969, Vol. 7, #44	.25
G129	"Conducting Community Recreation Porgrams for the Handicapped". Janet Pomeroy. Conference, California Park and Recreation Society, District VIII, Santa Maria, California - 1969	.25
G210	"The Role of the Municipal Recreation Department in Service to the Mentally Retarded Individual". Janet Pomeroy. Seminar, Recreation's Role in the Rehabilitation of the Mentally Retarded, University of Oregon - 1969	.25
G195	"Recreation: Influence in the Field of Education". Rochelle Myers. California Pacific Southwest Recreation and Park Conference, San Francisco - 1969	.25
G147	"Recration as Therapy for the Retarded and Handicapped". H.E. Thelander, M.D. *Clinical Pediatrics*, Vol. 8, No. 7, July 1969.	.25
G222	"Once Upon a Time". Rochelle Myers. Newsletter of District IV, California Park and Recreation Society, Winter Issue, 1969	.25
G165	"The Influence of Physical Activity on Learning Ability - Theory and Practice". Janet Pomeroy. Joseph P. Kennedy Jr. Foundation, 4th International Scientific Symposium on Mental Retardation. Chicago, Illinois - 1968	.75
G221	"Compatability Grouping". Rochelle Myers. *Challenge*, American Association for Health, Physical Education and Recreation, September - 1968	.25
G187	"National Trends in Creative Planning in Recreation for the Handicapped". Janet Pomeroy. 20th Annual California and Pacific Southwest Recreation and Park Conference. San Diego, California - 1968	.25

G133	"Egg Beater, Corn Meal and Recreation". Rochelle Myers. Challenge. American Association for Health, Physical Education and Recreation - March 1967	$.25
G132	"Yesterday, Today and Tomorrow". Rochelle Myers. California Pacific Southwest Regional Conference. Fresno, California - 1967	.25
G144	"A Physician Looks at Recreation for the Handicapped". H.E. Thelander, M.D., - 1967	.25
G151	"Recreation for the Severely Handicapped and Retarded in a Community Setting". Janet Pomeroy. Workshop on Physical Education and Recreation for the Retarded. Northern Arizona University, Flagstaff, Arizona -1967	.50
G131	"Recreation and Day Care for the Severely Retarded in a Community Setting". Janet Pomeroy. National Conference on Programming for the Mentally Retarded. Washington, D.C. 1966	.25
G136	"The Child Born Less Than Perfect" - Information for Parents. H.E. Thelander, M.D. - 1966	.25
G134	"The Importance of Recreation in the Life of Your Child" Rochelle Myers. California Association for Neurologically Handicapped Children. San Mateo, California - 1966	.25
G130	"Community Planning for the Handicapped Child". Janet Pomeroy. Post-graduate Program, Children's Hospital. San Francisco Medical Center, University of California, Continuing Education in Medical Center, University of California, Continuing Education in Medical and Health Services, San Francisco, Calif. -1963	.25
G145	"Is He Entitled to Recreation?" Janet Pomeroy. Recreation, Vol. LIV, No. 6. June, 1961	

Book

G111	"Recreation for the Physically Handicapped", by Janet Pomeroy, Founder and Director, Recreation Center for the Handicapped, Inc. Order through: Macmillan Company, 60 Fifth Avenue, New York City, N.Y. 10011 - 1964	$10.25

Films

G186 "Cast No Shadow", 16mm color and sound, 27 minutes. Made by Professional Arts Inc., P.O. Box 8003, Stanford, California 94305

This is a unique and dramatic motion picture which vividly depicts a wide range of recreation activities for severely and profoundly metally retarded, physically handicapped, multi-handicapped and emotionally disturbed children, teens and adults at the Recreation Center for the Handicapped in San Francisco. Emphasis is placed upon the values of recreation and its effect upon the lives of the handicapped as an integral part of their total learning experiences and social development. Equally important, it is a film about handicapped individuals, ages two to eighty-five, as people. Enthusiasm, satisfaction and enjoyment are shown on their faces as they participate in activities from snow skiing at Squaw Valley's Olympic Village to wheelchair surfing in the Pacific Ocean.

To Purchase or Rent, contact Producer at above address, or the Recreation Center for the Handicapped, Inc., 207 Skyline Boulevard, San Francisco, Calif. 94132

G123 "Recreation for the Handicapped", 16mm color and sound, 23 minutes. Made by Stanford University, Stanford, California - 1963, and filmed over a period of six months.

To rent, contact Recreation Center for the Handicapped, Inc., 207 Skyline Boulevard, San Francisco, California 94132

Information on Financial Support

G246	"Financing Community Recreation Programs for the Handicapped and Retarded: Resources, Procedures, Services". Janet Pomeroy - 1971	$2.00
G225	Fact Sheet on How the Center is Financed	Free
G159	"Winning a Research Bid" - Tips on Proposal Writing Article from American Education, Vol. 4, No. 5, May, 1968	.25

SELECTED MUNICIPAL DEPARTMENTS CONDUCTING RECREATION PROGRAMS FOR THE HANDICAPPED

ARIZONA

Mary D. Lee
Phoenix Park & Recreation Department
2700 No. 15th Avenue, Phoenix, Arizona 85007

CALIFORNIA

Karen Knackstedt
Burbank Park & Recreation Department
275 Olive Avenue, P. O. Box 6459, Burbank, Calif. 91510

Marcia Smith
Chico Park & Recreation Department
530 Rio Linda Avenue, Chico, Calif. 94926

L. A. Critzer, Jr.
Hayward Area Park & Recreation District
P. O. Box 698, Hayward, Calif. 94543

Jerry Ingledue
Livermore Park & Recreation Department
2155 - 3rd Street, Livermore, Calif. 94550

Peter J. Aldrete
Monterey, City of Recreation & Park Department
346 Dutra Street, Monterey, Calif. 93940

Terry Ashe
Paradise Recreation District
6626 Skyway
Paradise, Calif. 95969

Merritt Nelson
Redding Park & Recreation Department
Redding, Calif. 96001

Garth Gunnarson
City of Sacramento
3520 - 5th Avenue, Sacramento, Calif. 95817

Meyer Levine
City of Los Angeles Recreation and Parks
200 No. Main Street, City Hall East 13th Floor, Los Angeles, Calif. 90012

Jan Parker
City of San Carlos
Recreation & Public Works Maintenance
666 Elm Street, San Carlos, Calif. 94070

Edward Kebly
San Francisco Recreation & Park Department
McLaren Lodge, Golden Gate Park
Fell & Stanyan Street, San Frnacisco, Calif. 94117

MUNICIPAL DEPARTMENTS (cont'd.)

Chuck Dougherty
San Jose Park & Recreation Dept.
City Hall, 1st & Mission Sts., San Jose, Calif. 95110

Janet Hagen
City of San Mateo Department of Recreation
City Hall, 330 W. 20th Avenue, San Mateo, Calif. 94403

Allen Miluso
Santa Barbara Park & Recreation Department
P. O. Drawer P-P, Santa Barbara, Calif. 93104

Jo Ann Marsh
Sunnyvale Park & Recreation Dept.
Sunnyvale, Calif. 94088

COLORADO

Lakewood Parks & Recreation Dept.
8715 West 16th Avenue
Lakewood, Colorado 80215

DISTRICT OF COLUMBIA

Helen Jo Hillman
District of Columbia Dept. of Recreation
Government of the District of Columbia, Washington, D. C. 20010

FLORIDA

Max R. Forman
Miami Park & Recreation
P. O. Box 330708, Miami, Florida 33133

North Brevard Commission Parks and Recreation
41 No. Williams, P. O. Box 1237, Titusville, Florida 32780

GEORGIA

Jim Herbert
Carrollton Recreation Department
P. O. Box 532, Carrollton, Ga. 30117

Monroe Recreation & Park Department
Monroe, Georgia 30655

Wylene Spradley
Valdosta Park & Recreation Department
P. O. Box 1746, Valdosta, Georgia 31601

MUNICIPAL DEPARTMENTS (cont'd.)

MARYLAND

Doris Samuels
Baltimore Park & Recreation Department
1129 No. Calvert Street, Baltimore, Md. 21202

MISSOURI

Cliff Randolp-
Kansas City Park & Recreation
13th Floor, City Hall, Kansas City, Mo. 64106

NEW YORK

Ann White
Nassau Park & Recreation Department
Eisenhower Park, East Meadow, N. Y. 11554

Fran Stavoly-Daly
New York Park & Recreation, Cultural Affirs, The Arsenal
830 - 5th Avenue, New York, New York 10021

Oyster Bay Recreation Service
7800 Jericho Turnpike, Woodbury, New York 11797

NORTH CAROLINA

Joyce Shields
Raleigh Park & Recreation Department
P. O. Box 590, Raleigh, N. C. 27602

Ellen Phelps
Wilmington Park and Recreation
Box 1810, Wilmington, N. C. 28401

OHIO

Carol Shaw
Toledo Park & Recreation Department
2201 Ottawa Parkway
Toledo, Ohio 43606

PENNSYLVANIA

Robert Crawford
Philadelphia Park & Recreation
1450 Municipal Service Building, Philadelphia, Pa. 19107

Myra DiAngelo
Recreation & Park Department
502 City & County Building, Pittsburg, Pa.

Ruth Ann Hart
Westmoreland County Chapter
P. O. Box 334, Greensburg, Pa. 15601

VIRGINIA

Gerald L. Witt
Virginia Beach Park & Recreation
4700 Recreation Drive, Virginia Beach, VA. 23456

WASHINGTON

George Wyse
King County Department of Parks
W0140 Courthouse, Seattle, Washington 98104

SELECTED PRIVATE AGENCIES CONDUCTING RECREATION PROGRAMS FOR THE HANDICAPPED

CALIFORNIA

Janet Pomeroy
Recreation Center for the Handicapped, Inc.
207 Skyline Boulevard, San Francisco, Calif. 94132

Susan Sygall
Berkeley Outreach Recreation Program
2539 Telegraph Avenue, Berkeley, Calif. 94704

L. D. Thomas
The Spastic Children's Foundation
1307 West 105th St., Los Angeles, Ca. 90044

El Arca, East Los Angeles Retarded Children's Association
P. O. Box 2976 Terminal Annex
Los Angeles, Ca. 90051

Angel View Crippled Children's Foundation, Inc.
12379 Miracle Hill Road, Desert Hot Springs, Calif. 92240

Foundation for Retarded Children of the Desert
P. O. Box 1183, Palm Desert, Calif. 92260

INDIANA

Charles F. Lennon, Jr.
Council for Retarded of St. Joseph County, Inc.
P. O. Box 1049, South Bend Indiana, 46624

IOWA

Gary Turbes
Camp Courage
Rural Route #2, Monticello, Iowa 52310

KENTUCKY

Mrs. James Owen
Mountain Comprehensive Care Center
Paintsville, Kentucky 41240

MASSACHUSETTS

Judith Elms
Project Succeed, Inc.
123 Park Avenue, Abington, Mass. 02351

Barbara Finn
King Solomon Humanitarian Foundation for Handicapped Children, Inc.
654 Washington Street, Braintree, Mass 02184

MICHIGAN

Raymond Campbell
Camp Macomb Association
P. O. Box 431, Mt. Clemens, Michigan 48043

Camp Happy Hollows
76 Kercheval, Grosse Pointe Farms, Michigan 48236

MINNESOTA

Michael Cheney
Range Center, Inc.
1001 Northwest Eighth Avenue, Chisholm, Minnesota 55719

NEW HAMPSHIRE

Sandra Cox
Crutched Mountain Center
Greenfield, New Hampshire 03047

OHIO

Laura Novatny
Luther Home of Mercy
Williston, Ohio 43468

OKLAHOMA

Madeline Reed
Oklahoma Foundation for the Disabled
8421 No. Walker, Oklahoma City, Okla. 73114

PRIVATE AGENCIES (cont'd.)

OKLAHOMA

Ruth Smith
Home of Hope, Inc.
P. O. Box 200, Vinita, Okla. 74301

Mrs. Robert Murdock
Tulsa Recreation Center for the Physically Limited
815 South Utica, Tulsa, Okla. 74104

PENNSYLVANIA

Dave Swinhart
Open Doors for the Handicapped
P. O. Box 334, Greensburg, Pennsylvania 15601

Martin A. Novelli
Program for Exceptional People
2611 South Broad St., Philadelphia, Pa. 19148

TEXAS

Camp Soroptimist
6162 E. Mockingbird Lane, Dallas, Texas 75214

Hope Village Developmental Center
Friendswood, Texas 77546

VIRGINIA

Linda Gatt
Camp Topawingo Association, Inc.
Box 401, 1414 King Street, Alexandria, Va. 22313

WASHINGTON

Mrs. Ida Daly
The Seattle Handicapped Club, Inc.
2106 Second Avenue, Seattle, Washington 98121

THE MEMPHIS RECREATION SERVICE HANDICAPPED INC. MODEL

by Mr. Paul R. Regan

Program Overview

Who served: A Therapeutic Recreation Program is provided for 4,500 people who are handicapped.

Primary activities provided: Swimming, social activities, dances, arts and crafts, Brownies, counseling and guidance and personal counseling are provided.

Staffing: We have one full and five part time staff members.

Budget and support: The total budget is $45,000. It comes from the County, the City Park Commission and from fund raising.

Values and Goals: A Therapeutic Recreation Program is provided for all handicapped people who participate.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Memphis Recreation Service Handicapped Inc. Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Agencies for handicapped should work jointly with City Recreation for funding. The Agency can get so many more things for the Handicapped than for normal program, through contributions and gifts.

Program and Activities

We currently offer the following activities.

Swimming-Instructional
Swimming-Free
Metal Crafts
Handicrafts
Painting
Ceramics
Dance Socials
Ceramics
Record Dances
Social Dances
Square Dances
Square Dances
Career Education/ Guidance
Seasonal Exercise
Per Social Counseling
Exercise Program
Weight Program
Games
Leisure Placement
Festivals
Singing
Church Groups
Clubs
Parties
Volunteer Groups
Birthdays
Holiday Activities
Bowling
Horsehoes
Special Olympics
Conversation Groups

Classification of Budget Expenditures.

	Percentage	Amount	
A. Services-Personnel			
1. Salaries, full time	X %	$	
2. Salaries, part time	X %	$	$30,000
3. Other compensations	X %	$	
B. Services-Contractual			
1. Communication	%	$	
2. Transportation	%	$	
3. Printing, binding, and advertising	X %	$	
4. Heat, light, power and water	X %	$	
5. Repairs (equipment/ structures	%	$ Grounds	
6. Janitorial, cleaning, other services	X %	$	
C. Commodities			
1. Supplies	X %	$	
2. Materials	X %	$	
D. Current Charges			
1. Rents	%	$	
2. Insurance	%	$	
3. Refund, awards, indemnities	X %	$	
E. Current Obligations			
1. Pensions and retirements	%	$	
2. Grants and subsidies	%	$	
3. Taxes	%	$	
F. Properties			
1. Buildings and improvements	%	$	
2. Equipment	%	$	
3. Land	%	$	
G. Debt Payments	%	$	
TOTAL	%	$ 55,000.00 Approximately	

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 31,000.00
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$ 24,000.00
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 55,000.00

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
County	$ 5,000	Handicapped	4500 People
Local	$31,000	Handicapped	4500 People
Donations	$19,000	Handicapped	4500 People

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

Job Descriptions	← Actual Staffing Pattern Present →		Education Preparation Possessed						Experience Level Possessed					← Recommended Staffing Pattern →		Education Preparation Recommended						Experience Level Recommended					Handicapped Individuals Employed	
	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant	Same																											
Administrator	Same																											
Supervisor (TR Specialist)	1						X																					
Leader (TR Worker)																												
Aide II (TR Technician)	5										1	4																2
Aide I (TR Assistant)																												
Volunteer	2000																											

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant	X																			
Board Members	X																			
Administrator	X	X																		
Supervisor	X																			
Leader	X																			
Aide	X																			
Volunteer	X																			
Other ______																				

All serve 4,500 Handicapped.

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers				
Transportation for Participants				
Insurance for staff, participants, volunteers	X		X	
Staff and Indirect Barriers				
Community attitudinal Barriers		X		
Locating or finding Handicapped		X		
Inadequate funding for Programs	X (Always not enough)			
Training of staff to serve Handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	X			

Our efforts in eliminating these problems are as follows.

1. We fixed a pool with a ramp and steps.
2. Made a ramp at the curb
3. Made doors three feet wide
4. Placed hand rails where they were needed

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed.

1. Direct the Raymond Skinner Recreation Center.

Primary facilities privately owned, controlled or directed.

1. Cherokee Bowling Lanes.

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. The smiles of joy and tears of happiness.
2. Mother and Father saying the Tuesday and Friday nights are all their children know for recreation.
3. People coming in using walkers and going out at a certain time without them.
4. Peace and contentment of the family as the child participates.

Recreation Services for the Handicapped, Inc.

OF MEMPHIS AND SHELBY COUNTY
PHONE 272-2528 · 712 TANGLEWOOD · MEMPHIS, TENNESSEE 38104

From Your Director, Paul R. Regan

Once upon a time there was no Recreation Center for the Handicapped. All good stories usually start with once upon a time.

Now it is a reality.

It is a place where a tiny smile is always shining and sometimes through tears, when it is time to go home.

A very special band of boys and girls make up our Recreation Program.

Tiny faces look up from twisted bodies and light up with gladness as our different programs come up, such as Thanksgiving and Christmas.

Here at Raymond Skinner Recreation Center for Handicapped, the disability is forgotten for hours on end.

The deep pools of childhood eyes splash with laughter. It is sort of a garden, one which God created for those less fortunate.

Our loving donor, Raymond Skinner, made a little miracle when he helped make possible a year round therapeutic recreation program which has the complete support of James E. Hadaway, Executive Director of the Memphis Park Commission.

Many very wise, loving teenagers, grownups, whole and unimpaired, with big hearts who remember their own childhood are our Volunteers, serving over 2,000 handicapped each year.

Today what Handicapped, Inc. and the Memphis Park Commission has here is truly great, noble and sufficient to fulfill the dreams of hurt little fellows far beyond the brim.

I ask you all to say a prayer of Thanks that we may serve to make our Program grow into the happiest of all for the handicapped.

PAUL R. REGAN

◆

I would like each mother and father to be a volunteer to help in any part of our program. Through recreation we find lots of rehabilitation. It is very important that your child have a well rounded activity program, so let them come as much as possible. Please feel free to call on me at any time.

Pick up children and adults promptly after program.

◆

PERSONAL COUNSELING BY CERTIFIED COUNSELOR AVAILABLE FOR CHILDREN AND PARENTS

THE MAINE-NILES DISTRICT ASSOCIATION FOR SPECIAL RECREATION MODEL

by Mr. Michael Muldoon

Program Overview

At a meeting in Springfield in 1969, Illinois State legislators passed two bills permitting local parks districts and municipalities to cooperate in offering recreational activities for the handicapped.

Three years later, the combined caring of park district administrators and recreation board members in Des Plaines, Golf-Maine, Lincolnwood, Morton Grove, Niles, Park Ridge and Skokie created the Maine-Niles Association of Special Recreation (M-NASR): an organization of people providing leisure opportunities for special populations.

In April, 1975, their efforts gained support and recognition from the general public in Maine and Niles Townships. That month, voters approved, by a three-to-one margin, a referendum allowing M-NASR to levy up to 2¢ per $100.00 assessed valuation.

Today, M-NASR's Board of Directors, consisting of a representative from each of her seven participating park districts and recreation boards, and its growing staff, maintain a comprehensive program of recreational activities that invite special participants to choose, to learn, and to grow.

M-NASR's staff includes an Executive Director, Program Coordinators and Recreation Specialists trained to create an environment in which handicapped children and adults may realize their abilities, and share their achievements. College-level field-work students who seek a profession in special recreation, and specially trained volunteers complete a part-time platoon of M-NASR personnel. The result is a four-to-one ratio of participants to staff members, and constancy in care.

M-NASR's personnel extend their caring in leisure opportunities for all handicapped children and adults. Programs are integrated and intertwined to provide for specific special populations including: the Educable Mentally Handicapped, Trainable Mentally Handicapped, Hearing Impaired, Physically Handicapped, Multiply Handicapped and Developmentally Delayed. Each M-NASR participant is placed in an appropriate group according to his or her age and ability level.

Year-round after-school, evening and weekend programs allow children and adults to fufill their special preferences and needs in recreational activities. These on-going M-NASR offerings range from homemaking to disco-dancing classes, and each invites participants to explore their creativity, to extend their interests, and to share their fun.

CHILDREN'S programs, tailored to fit the specific needs of their participants, provide a potpourri of opportunities for self-expression, physical effort, and fun. Whether by strumming a guitar, making sensible shapes out of clay, or sliding around on ice skates, the handicapped child learns to express himself, to build motor skills, and to share his achievements in a caring atmosphere.

For six weeks each summer, camping programs provide that caring environment. M-NASR operates seven day camps located throughout its member park districts and recreation areas -- each designed to serve a specific special population. Swimming, sports, games, arts and crafts and nature activities keep daily participants busy learning their physical, social and communication abilities. Cookouts, field trips and overnight camping opportunities involve M-NASR campers in cooperative adventures in community living. Fun, most importantly, is the order of these days.

TEENS share learning experiences that will help them become more independent adults in M-NASR activities such as the "Future Homemakers" program.

ADULT RECREATION PROGRAMS stress skills learning and self-and community-awareness in afternoon and evening meetings of eight to 10 week programs. M-NASR staff members seek out eligible participants for their adult swimming, singing, dancing, bowling and craft activities, and can provide transportation to the fun.

In addition, M-NASR provides an on-going program of "Exercise and Recreation for your Heart". Each 10 week session of evening fitness conditioning invites participants to learn the enjoyment of leisure activities within their physical limitations. Their "Exercise and Recreation" has been developed by doctors and recreation specialists specifically for adults aged 21 or older who've had, or risk having, heart disease.

Special events for special populations demand extra special care. M-NASR provides holiday and "just-for-the-heck-of-it" programs to encourage family involvement in their handicapped member's leisure enjoyment, and to encourage the handicapped to take advantage of the leisure centers throughout their communities.

A trip to a college football game, for example, provides the teen or young adult with another idea for filling time on future Saturday afternoons. Preparing a gourmet feast leaves the handicapped chef with an idea of how to maneuver in the supermarket.

M-NASR's concern for family and community involvement for the handicapped can be seen in her efforts to design integrated programs for those able to take part in on-going park district recreational offerings. The Association has selected and evaluated the programs in its seven parks districts for their appropriateness for the handicapped, and staff members act as consultants and counselors for any individual that wants to give them a try.

A pooling of resourses, expertise and care has enabled M-NASR to offer handicapped residents in Maine and Niles Townships a recreation program equal in frequency, diversity and quality to those available within the participating parks districts. Their commitment to the handicapped's needs to choose, to learn and to grow in self - and community awareness indicate the dedication of M-NASR personnel to providing leisure opportunities for special populations. And laughter, and love, and the proud smile of a very special child, proves M-NASR's success in serving its precious charges.

MAINE-NILES ASSOCIATION OF SPECIAL RECREATION

The Maine-Niles Association of Special Recreation is an extension of seven cooperating Park Districts and Recreation Boards. Our purpose is to provide comprehensive recreation programs enabling all handicapped children and adults within our communities to make productive and enjoyable use of their leisure time. M-NASR was organized when the member Park Districts came to realize that they were not able to service the handicapped individuals of their community. They found that it was impossible to develop comprehensive programs for the limited number of individuals with any one handicapping condition. Through the pooling of resources and populations, M-NASR is able to offer the handicapped residents of Maine and Niles Townships a recreation program equal in frequency, diversity, and quality to those available within the Park Districts.

Some facts about the Maine-Niles Association of Special Recreation:

1) The member districts of the Maine-Niles Association of Special Recreation include Des Plaines, Golf-Maine, Lincolnwood, Morton Grove, Niles, Park Ridge, and Skokie.
2) Each member Park District appoints either commissioners or their Director to serve voluntarily on the Board of Directors of M-NASR.
3) M-NASR offers programs for all handicapped children and adults, including the Educable Mentally Handicapped, Trainable Mentally Handicapped, Learning Disabled, Emotionally Handicapped, Hearing Impaired, Visually Impaired, Physically Handicapped, Multiply Handicapped, and Developmentally Delayed Populations.
4) A four-to-one ratio of participants to staff members is maintained in M-NASR programs. Our staff is comprised of therapuetic recreators, special education teachers, field work students enrolled in a related curriculum at the college level, and specially trained volunteers.
5) M-NASR offers a comprehensive 6-week Day Camp Program each summer. Each of the six summer camps is located at a different park facility and is structured to serve a specific special population. Camp activities include instructional swim, nature activities, walking field trips into the community, sports and games, music, drama, arts and crafts, Special All-Camp Days and Family Nights. Once a week the campers enjoy a day-long field trip.
6) Year-round recreation programs are planned for after-school, evenings and weekends. M-NASR offered over 50 programs this Fall for children ages three through adults.
7) Integrated programs have been designed for those participants still able to participate in some of the ongoing Park District programs yet still in need of consultation and professional imput from the therapeutic staff of M-NASR. Our Association has taken a position of selecting and evaluating the programs

of all seven Park Districts as to their appropriateness for a handicapped individual.

8) Special Events are planned throughout the year. Trips into the community, parties and opportunities for new experiences give participants a more well-rounded outlook on leisure activities available within their own community.

9) M-NASR has offered three successful overnight camping experiences in the past year and plans on continuing to offer three overnighters each year.

10) M-NASR took an important step forward last April in establishing itself as an essential part of Maine and Niles Townships when the general public voted by a 3-1 margin to approve a referendum allowing us to levy up to 2¢ per $100.00 assessed valuation. For the coming year,however, M-NASR will only levy at a 1¢ rate. Supplementary sources of income (funds) include Township support through revenue sharing monies, community contributions and program fees.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Maine-Niles District Association for Special Recreation Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Recreation programs for the handicapped should have equal priority for use of community facilities.

Recreation programs for the handicapped should use already existing community facilities, not special facilities.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	%	$ 51,254.00
2. Salaries, part time	%	$ 44,149.00
3. Other compensations	%	$ 741.00
B. Services-Contractual		
1. Communication	%	$ 864.00
2. Transportation	%	$ 42,110.00
3. Printing, binding, and advertising	%	$ 3,018.00
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$ 470.00
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	%	$ 6,491.00
2. Materials	%	$ 1,000.00
D. Current Charges		
1. Rents	%	$ 18,965.00
2. Insurance	%	$ 2,713.00
3. Refund, awards, indemnities	%	$ 2,350.00
E. Current Obligations		
1. Pensions and retirements	%	$ 9,265.00
2. Grants and subsidies	%	$ 1,544.00
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	100 %	$ 184,934.00

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 9,356.00
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$ 105,426.00
State grants	$
Federal grants	$ 6,000.00
Contributions, donations	$ 2,500.00
Concessions	$
Fees & Charges	$ 31,600.00
Other (Bank carry over)	$ 29,200.00
(Interest)	1,000.00
TOTAL	$ 185,082.00

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	Federal Revenue Sharing	$ 6,000.00	All handicaps	1500/year
Local	.02% of the equalized	$114,782.00	All handicaps	1500/year

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	1					1				1				1					1				1					
Supervisor (TR Specialist)	3					3				3				3					3			3						
Leader (TR Worker)		80			35	35	10		35	30	15			2	60			10	52			10	42	10				5
Aide II (TR Technician)																												
Aide I (TR Assistant)																												
Volunteer		25		8	17				25						30		5	25				30						1

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	⟵ Presently Conducted ⟶										⟵ Recommended ⟶									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant	X		X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	
Board Members	X			X	X		X	X			X			X	X		X	X		
Administrator	X	X		X	X	X	X	X			X			X	X	X	X	X		
Supervisor	X	X		X	X	X	X	X			X					X	X	X		
Leader	X		X		X	X	X	X	X		X		X		X	X	X	X	X	
Aide	X		X		X	X	X	X	X		X		X		X	X	X	X	X	
Volunteer	X		X		X	X	X	X	X		X		X		X	X	X	X	X	
Other____																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Architectural Barriers	X		Somewhat
Transportation for Participants	X		X
Insurance for staff participants, volunteers		X	
Staff and Indirect Barriers		X	
Community attitudinal Barriers	X		X
Locating or finding handicapped	X		X making progress
Inadequate funding for programs	X		X
Training of staff to serve handicapped		X	
Employment of Handicapped in Recreation and Leisure Service		X	

Our efforts in eliminating these problems are as follows.

1. Architectural barriers - act as consultant in building plans of new park facilities
2. Transportation - have purchased bus with hydraulic lift
3. Community attitudinal barriers - have had large-scale community education campaign.
4. Locating or finding handicapped - have worked with total community to identify populations in need of special recreation service
5. Inadequate funding - involved in drafting and passage of enabling legislation to levy special tax. Passed referendum in each member Park District to levy .02% of equalized assessed valuation

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving		X													
- Swimming - Instructional	X		X	X	X	X	X			X					
- Swimming - Free	X					X	X			X					
- Water Sports	X														
- Water Safety	X														
- Other: ____															
- Other: ____															
Crafts															
- Floral Crafts		X													
- Leather Crafts		X													
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X			X						X					
- Wood Crafts	X			X	X					X					
- Handicrafts	X			X						X					
- Other: ____															
- Other: ____															
Cultural/Ethnic															
- Festival		X													
- Exhibits/Demonstrations		X													
- Other: ____															
- Other: ____															
Arts-Graphics															
- Art Appreciation		X													
- Art exhibit-shows		X													
- Drawing															
- Painting															
- Photography	X			X	X					X					
- Sculpture															
- Other: ____															
- Other: ____															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet	X		X	X	X					X					
- Ethic		X													
- Folk	X			X	X					X					
- Modern	X			X	X					X					
- Record Dance		X													
- Social	X				X	X	X			X					
- Square	X				X	X	X			X					
- Other: ____															
- Other: ____															
Drama															
- Children's Theater	X		X	X								X			
- Community Theater	X				X	X					X	X			
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose	X			X	X							X			
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows	X		X	X	X					X					
- Other: ____															
- Other: ____															
Career Education/Guidance															
- Community Based Recreation															
- Leisure Entertainment and Enterprises															
- Resource Based Recreation															
- Tourism and Hospitality															
- Career Guidance															
- Career Placement															
- Other: ____															
- Other: ____															
Collecting and Hobbies															
- Collecting	X		X	X	X							X			
- Hobbies	X		X	X	X							X			
- Other: ____															
- Other: ____															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X			X	X	X	X			X	X	X			
- Communication Skills	X		X	X	X	X	X			X	X	X			
- Cooking Skills	X			X	X	X	X			X					
- Grooming/Hygiene	X			X	X	X	X			X					
- Sex Education		X													
- Shopping Skills	X			X	X	X	X			X					
- Time Skills	X			X	X	X	X			X					
- Travel Skills	X				X	X	X					X			
- Other: ______															
- Other: ______															
Entertainment															
- Radio		X													
- TV		X													
- Theater		X													
- Sporting Event		X													
- Other: ______															
- Other: ______															
Fitness															
- Exercise Program	X		X	X	X	X	X			X					
- Weight Program		X													
- Jogging		X													
- Mobility Training		X													
- Gymnastics	X			X	X	X	X			X					
- Other: ______															
- Other: ______															
Games															
- Card Games	X			X	X	X	X				X				
- Board Games	X			X	X	X	X			X					
- Puzzles	X			X							X				
- Other: ______															
- Other: ______															
Leisure Education															
- Skills Classes		X													
- Leisure Education Classes		X													
- Survey Community Resources		X													
- Other: ______															
- Other: ______															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment	X		X	X	X	X	X				X				
- Placement	X		X	X	X	X	X				X				
- Follow-up	X		X	X	X	X	X				X				
- Other: ______															
- Other: ______															
Mental/Literary															
- Discussion Groups	X				X	X	X				X				
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other: ______															
- Other: ______															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation		X													
- Festivals		X													
- Lessons	X			X	X					X					
- Singing	X			X	X							X			
- Talent Shows	X		X	X	X							X			
Outdoor Recreation															
- Boating	X		X	X	X	X	X					X			
- Camping	X		X	X	X	X	X						X		
- Fishing	X		X	X	X	X	X					X			
- Gardening	X		X	X	X	X	X			X		X			
- Horticulture		X													
- Hiking/Backpacking	X			X	X	X	X					X			
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education	X		X	X	X							X			
- Nature Studies	X		X	X	X							X			
- Other: ______															
- Other: ______															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social Organization															
- Church Groups		X													
- Clubs	X		X	X	X	X	X			X					
- Consumer Groups		X													
- Special Interest Groups		X													
- Fraternal Organization		X													
- Parties	X		X	X	X	X	X				X				
- Picnics	X		X	X	X	X	X					X			
- Political Groups		X													
- Volunteer Groups	X				X	X						X			
- Other________															
- Other________															
Special Events															
- Birthdays		X													
- Fairs		X													
- Holiday Ceremonies	X		X	X	X	X	X					X			
- Other________															
- Other________															
Sports, Individual-Competiter															
- Bowling	X		X	X	X	X	X			X					
- Golf	X					X	X			X					
- Horseshoes		X													
- Pocket Billiard		X													
- Table Tennis		X													
- Tennis	X			X	X	X	X			X					
- Track & Field	X			X	X								X		
- Wrestling	X			X	X								X		
Sports, Individual Non-Competitive															
- Archery	X			X	X					X					
- Bicycling		X													
- Horseback Riding	X			X	X					X					
- Ice Skating	X		X	X	X					X					
- Riflery		X													
- Roller Skating	X		X	X	X							X			
- Winter Sports	X		X	X	X							X			

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball		X													
- Basketball	X			X	X					X					
- Football	X			X	X					X					
- Floor Hockey	X			X	X					X					
- Soccer		X													
- Softball	X			X	X	X	X			X					
- Volleyball	X			X	X	X	X			X					
- Other________															
- Other________															
Tourism and Travel															
- Outings	X			X	X	X	X					X			
- Hosteling		X													
- Out-of-state Travel		X													
- International Travel		X													
- Special Olympics															
- Other________															
- Other________															
Voluntary Service															
- Leisure Leader Activities		X													
- Community Activities		X													
- Teacher/Tutor		X													
- Conversing		X													
- Other________		X													
- Other________		X													

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled, or directed by public agencies.

1. Park district facilities
2. Public school
3. YMCA
4. JCC

Primary facilities privatel owned, controlled, or directed.

1. Bowling alleys
2. Motels, pools
3. Riding stables
4. Gymnastics academy
5. Restaurant
6. Photography studios
7. Movie theaters

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Quarterly and yearly evaluation of programs.
2. Six month evaluation of full-time staff. Quarterly evaluation of part-time staff.
3. Quarterly evaluation of client goals and objectives.
4. Random surveys of participant program interests and needs.
5. Annual evaluation of agency goals and objectives.

ARTICLES OF AGREEMENT
FOR
MAINE-NILES ASSOCIATION OF SPECIAL RECREATION

I. NAME

This organization shall be know as the Maine-Niles Association of Special Recreation, hereinafter referred to as the Association. Those districts taking part are:

Des Plaines Park District
Golf-Maine Park District
Lincolnwood Recreation Board
Morton Grove Park District
Niles Park District
Park Ridge Park District
Skokie Park District

Other Districts may be admitted to membership when and if and upon conditions specified by the majority of the Board of Directors of the Association.

II. PURPOSE

The purpose of this Association shall be to provide for the coordination of efforts between public park and recreation agencies in Niles and Maine Townships to sustain recreation programs for the handicapped.

III. ORGANIZATION AND FUNCTION

A. Board of Directors

1. The Association shall be governed by a Board of Directors consisting of one member or alternate from each participating park district or municipal recreation board who shall be a commissioner or staff member thereof.

2. The Board of Directors shall establish all major policies and changes therein and shall approve all budgets, capital outlay, programming and master plans.

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3. A special meeting of the Board of Directors shall be called within ten days upon the written request of any three Directors to the Secretary and/or the Chairman and all members shall be notified in writing.

4. A quorum shall be defined as fifty percent (one-half) of the voting members.

5. An affirmative vote of a simple majority of the members of the Board of Directors at a duly called meeting at which a quorum is present, shall be required for passage of a proposition which does not require confirmation of the individual Park Districts and/or Municipal Recreation Boards.

6. An affirmative vote of a simple majority of the members of the Board of Directors present at a duly called meeting at which a quorum is present, shall be required for passage of a proposition which must be recommended for confirmation to the individual Park Districts and/or Municipal Recreation Boards.

   When two-thirds of the individual Park Districts and/or Municipal Recreation Boards have approved the proposition, it shall become the policy of the association. Propositions needing such confirmation are:

   a. Annual Association Administration budget.
   b. Master plan for physical facilities.
   c. Amendments to the Articles of Agreement.
   d. Expansion to include other types of handicaps.

7. The Board of Directors shall elect annually from its membership a Chairman and a Vice-Chairman to serve for a period of one year with the Vice-Chairman serving as Chairman the following year. The Chairmanship shall be rotated annually.

8. The Board of Directors shall meet at such times and places as it shall determine and shall have the power to call meetings on ten days notice.

9. The Board of Directors, within the provisions of the Administrative budget, shall be authorized to determine the number of recreational leaders and other personnel necessary to the operation of programs for the handicapped which are conducted by the Association. These personnel shall be employees of the Administrative District.

10. The Board of Directors may request each District to provide recreational facility space for the participants included in the programs conducted by the Association.

11. The Executive Director shall be responsible directly to the Association Board.

12. The Board of Directors shall approve all contracts including, but not limited to, contracts for transportation and contracts and leases entered into by the Administrative Park District as a part of the Association program within the allotted budget.

B. Administrative District

1. One member District shall, with its consent, be designated by the Board of Directors as the Administrative Park District.

2. The Administrative Park District shall be authorized to expend recreation funds within such limits as are provided in the adopted administrative budget for the fiscal year. The fiscal year shall run from May 1 to April 30.

3. Recreation Leaders and/or professional workers shall be employed by the Administrative Park District on the salary schedule of the Association. Such personnel shall be supervised by the Director of Programs for the Handicapped.

EFFECTIVE DATE	BILL	
11/69	SB 745	Adds to Park District Code; authorizes park districts to provide recreational programs for the handicapped and to join with other park districts in such programs.
11/69	SB 746	Adds to Municipal Code; authorizes municipalities to provide recreational programs for the handicapped and to join with other municipalities of less than 500,000 in such programs.
4/20/72	SB 1442	Failed because no referendum - Substituted SB 646 & 647
10/1/73	SB 646	Amends Municipal Code; authorizes municipalities to tax up to .02% for inter-community recreational programs for the handicapped - referendum - NOT APPLICABLE TO HOME RULE
10/1/73	SB 647	Amends Park District Code - Authorizes park districts to tax up to .02% for inter-community recreational programs for the handicapped - referendum
7/18/73	PA 78-207 HB 1141	78th General Assembly Article XIII; Sec. 20 (S.H.A. ch 139 - 126.10) The board of town auditors may enter into any cooperative agreement or contract with any other governmental entity, and may contract and otherwise associate with individuals, associations and corporations in any manner not prohibited by law, with funds for purposes defined as "priority expenditures" under Sec. 103 of the Federal, State and Local Fiscal Assistance Act of 1972.
1971	Illinois State Constitution	Home Rule for communities of 25,000 or more provided for in Illinois State Constitution of 1970 which went into effect in 1971.
	HB 977	Amends the School Code of Illinois by adding the following: When any school district eligible for reimbursement under this Section

operates a school or program approved by the Superintendent of Public Instruction for a number of days in excess of the adopted school calendar but not to exceed 235 school days, such reimbursement shall be increased by 1/185 of the amount or rate paid hereunder for each day such school is operated in excess of 185 days per calendar year. (Section 14-13-.01)

EFFECTIVE DATE	BILL	
9/4/75	SB 220	Amends Park District Code; authorizes Park Districts to tax up to .02% for inter-community recreational programs for the handicapped - back door referendum.
9/4/75	SB 221	Amends Municipal Code; authorizes Municipalities to tax up to .02% for inter-community recreational programs for the handicapped - back door referendum. NOT APPLICABLE TO HOME RULE.

IX REASONS FOR ORGANIZING

The basic reason for the formation of a special recreation association is the obligation we, as public agencies, have to serve all people in the community. Due to staffing problems, the cost of programming, and the representation of a limited number of a given population in your district, the handicapped are not currently being served in many districts. Cooperative associations offer a vehicle which will enable you to serve this portion of the population.

With your cooperation, permanent funding can be established which will

a. allow you to establish a program to serve the people of your community;
b. allow the program to function independently without subtracting from your recreation budgets;
c. allow Illinois to demonstrate again its leadership in leisure time services.

4. Facilities, equipment and furnishings used for the program shall be mutually shared by participating members. The Administrative Park District shall have the authority to purchase, borrow and make arrangements to use equipment for the Recreation program within budget allotments.

C. Administrative Costs

The costs incurred by the Administrative Park District in providing administrative services for these recreation programs shall be reimbursed by the member districts as follows:

1. The Administrative costs of the Association shall be embodied in the annual budget approved by the Board of Directors and confirmed by the individual Park Districts and/or Municipal Recreation Boards. Those administrative costs shall include not only the salary of the Director of Programs for the Handicapped and of other personnel wholly engaged in Association administrative services, but also a reasonable portion of the office expense of the administrative Park District, to the extent of those office expenses and salaries are attributable to administrative services performed for the Association by the Administrative Park District.

2. The Administrative Park District shall bill the Association according to the procedures adopted by the Board of Directors.

D. The Executive Director of the Association.

1. The Director shall be employed by the Association and shall be on the payroll of the Administrative District upon the recommendation of the Board of Directors and shall be directly responsible to the Board.

    a. The Administrative District Director shall represent the Board of Directors at the appointment and approval of fifty percent (one-half) of the members.

2. The scope and the limits of the Program Director's duties, responsibilities and authority with respect to the member Districts shall be defined by the Board of Directors and shall include:

   a. Studying the needs of each of the Districts in the area of Recreation Programs for the Handicapped.

   b. Determining what recreation services are needed and recommending their location.

   c. Assisting the Association representative of any member District in establishing such services, finding suitable recreational leaders and recommending these leaders to the Association, and assisting the Association representative in finding and establishing suitable facilities.

   d. Supervision of recreational leaders.

   e. Determining the eligibility of participants for enrollment in recreation services covered by this Agreement.

   f. Preparing applications and reports.

   g. Organizing and supervising the transportation of children enrolled in the Association's programs.

   h. Preparing an annual Administrative budget for consideration by the Board of Directors at the annual meeting in January.

   i. Provide in-service training of staff, volunteers, etc.

IV. ASSESSMENTS

Each member District shall be liable for and pay to the Association a percentage of the total cost of operating the Association, based on the following formula:

The total assessed valuation of each member District shall be added to determine the total wealth base of the Association, using for this purpose the current assessed valuation. The total cost of the program shall be divided by the total wealth calculated to yield an estimated rate. This rate shall be applied to the assessed valuation of each District separately to determine the amount of money to be contributed by each District not to exceed the rate of .02% per annum thereof. All monies will be held in a separate fund and accounted for to the Association.

Each member District shall, as of May 1 of the current year, submit payment for the District's share of operating the Association.

V. DETERMINATION OF MEMBERSHIP

A. Voluntary Withdrawal

Any member District may withdraw from the Association effective May 1, by notifying the Board of Directors not later than September 15 of the preceding year that said District will be withdrawn and said withdrawal shall become effective the following May 1, and all liability of that District shall at that time cease except for amounts incurred prior to that date and yet unpaid.

B. Involuntary Removal

If any member District continues to refuse to provide use of facilities for the handicapped, fails to make any payments as and when provided by Article IV of this agreement, breaks any other provision of this agreement, such District may be removed from membership in the Association as follows:

Upon approval of a majority of the Board of Directors, a written notice shall be forwarded to the individual Park District or Municipal Recreation Board of the member agency in question, specifying in detail the items which the Board of Directors deems sufficient cause to justify removal of such agency from the Association. The notification shall specify the period of time in which such items are to be corrected or appropriate corrective steps are to be taken.

Should the District fail to take steps to the satisfaction of the Board of Directors within the specified time, a special meeting of the Association Board of Directors will be called at which time the matter shall be brought before the Board of Directors for hearing and action. At least ten days written notice of the time and place of such hearings shall be given to the member alleged to be in violation of this Agreement by Certified mail addressed to the member of the Association Board of Directors and the President of said Agency. The member District in question shall be permitted to appear and to submit reasons why it should not be removed from membership.

A two-thirds vote of the Board of Directors shall be required to terminate the membership of an Agency or to restore it to full membership in the Association. The member Agency in question shall not be allowed to vote on the question. Removal from membership shall not relieve the Agency of obligations incurred during participation and shall become effective May 1, following the day of action by the Board of Directors.

VI. AMENDMENT

This agreement may be amended by the adoption of a resolution approving the proposed amendment by two-thirds of the individual Park Districts or Municipal Recreation Boards of the member Agencies, except that amendments as to the rate of assessment where costs must be unanimous, all members voting.

VII. EFFECTIVE DATE

This Agreement shall become effective on December 31, 1972. Those Park Districts and Recreation Boards in agreement at that time will be members of the Association.

MAINE-NILES ASSOCIATION OF SPECIAL RECREATION

JOB DESCRIPTIONS

SPECIAL PROJECTS COORDINATOR

Under the direction of the Executive Director, the Special Projects Coordinator is responsible for the coordination of trips, day camps, special events, outings, children's integrated programs, and public relations.

EXAMPLES OF DUTIES

1. Studies recreation needs and recommends action to meet them.
2. Formulates and executes a comprehensive program of special projects and activities suitable for a handicapped individual.(i.e. trips, parties and special events, day camps, and overnight camping)
3. Provides leisure counseling services to clientel.
4. Works with local schools on a year round basis to identify populations in need of summer day camp services.
5. Establish lines of communication with individual teachers that will allow for the design of a summer program that will enhance the childs social, physical, emotional, and intellectual growth.
6. Coordinates use of Park District facilities for program use.
7. Selects and evaluates ongoing Park District programs as to their appropriateness for a handicapped child, and coordinates all mainstreaming programs.
8. Recruits, hires and trains all personnel and volunteers in the program area.
9. Supervises and evaluates job performance, and maintains accurate personnel files.

10. Plans and conducts inservice workshops and staff meetings to discuss techniques, special problems, and program content.
11. Coordinates parent council meetings and parent leisure education sessions.
12. Represents the Association in the community by maintaining an active relationship with other public, private or voluntary agencies, in order to establish and stregthen cooperative efforts.
13. Prepares budget estimates, routine and special reports for the Executive Director.
14. Submits staff payroll cards for approval of the Executive Director.
15. Advises on material, equipment, and other necessary supplies.
16. Through the use of press releases and other related techniques, keeps the news media and general public informed on announcements, results, and current Association news.
17. Prepares presentation of program information for brochures and flyers, and assists in layout and distribution of brochures.
18. Performs other duties as assigned.

QUALIFICATIONS

A degree in therapeutic Recreation or related field. Practical experience working in the area of special populations, and a demonstrated ability in working with handicapped children and adults.

CHILDREN'S PROGRAM COORDINATOR

Under the direction of the Executive Director, the Children's Program Coordinator is responsible for the assessment of recreational needs and the delivery of recreation services for the handicapped children of the member districts. Work requires the application of specialized therapeutic training to formulate and administer a broad recreation program for handicapped children.

EXAMPLES OF DUTIES

1. Works with local service agencies and schools to identify populations.
2. Studies recreation needs and recommends action to meet them.

3. Formulates and executes a comprehensive program of therapuetic recreation activities.
4. Provides leisure counseling services to clientel.
5. Involves participants and families in the program planning process, and acts upon requests, suggestions, and complaints concerning recreation services.
6. Coordinates use of Park District and community facilities for program use.
7. Establishes open lines of communication with special education personnel and sheltered care facilities in order to assist in referrals for special recreation programs.
8. Recruits, hires, and trains all personnel and volunteers in the program area.
9. Supervises and evaluates job performance, and maintaines accurate personnel files.
10. Plans and conducts inservice workshops and staff meetings to discuss techniques, special problems, and program content.
11. Works with other public, private or voluntary agencies, in establishing and strengthening cooperative efforts, and facilitating programs.
12. Prepares budget estimates, routine and special reports for the Executive Director.
13. Submits staff payroll cards for approval of the Executive Director.
14. Advises on material, equipment, and other necessary supplies.
15. Prepares presentation of program information for brochures and flyers, and coordinates layout and distribution of brochures.
16. Performs other duties as assigned.

QUALIFICATIONS

A degree in Therapeutic Recreation or related field. Practical experience working in the area of special populations, and a demonstrated ability in working with handicapped children.

ADULT PROGRAM COORDINATOR

Under the direction of the Executive Director, the Adult Program Coordinator is responsible for the assessment of recreational needs and the delivery of recreation services for the handicapped adults of the member districts. Work requires the application of specialized therapeutic training to formulate and administer a broad recreation program for handicapped adults.

Examples of Duties

1. Works with local service agencies to identify populations.
2. Studies recreation needs and reccomends action to meet them.
3. Formulates and executes a comprehensive program of therapuetic recreation activities.
4. Provides leisure counseling services to clientel.
5. Involves participants in the program planning process, and acts upon requests, suggestions, and complaints concerning recreation services.
6. Coordinates use of Park District facilities for program use.
7. Selects and evaluates ongoing Park District programs as to their appropriateness for a handicapped adult, and coordinates all mainstreaming programs.
8. Recruits, hires, and trains all personnel and volunteers in the program area.
9. Supervises and evaluates job performance, and maintaines accurate personnel files.
10. Plans and conducts inservice workshops and staff meetings to discuss techniques, special problems, and program content.
11. Works with other public, private or voluntary agencies, in establishing and strengthening coperative efforts, and facilitating programs.
12. Prepares budget estimates, routine and special reports for the Executive Director.
13. Submits staff payroll cards for approval of the Executive Director.
14. Advises on material, equipment, and other necessary supplies.
15. Prepares presentation of program information for brochures and flyers, and assists in layout and distribution of brochures.
16. Performs other duties as assigned.

Qualifications

A degree in Therapeutic Recreation or related field. Practical experience working in the area of special populations, and a demonstrated ability in working with adult handicapped individuals.

MAINE-NILES ASSOCIATION OF SPECIAL RECREATION
ADULT PROGRAM POLICIES

ADULT PROGRAM COORDINATOR: Under the direction of the Executive Director, the Adult Program Coordinator is responsible for the assessment of recreational needs and the delivery of recreation services for the handicapped adults of the member districts. Duties described in the Adult Coordinator job description will be performed as required.

PROGRAM PURPOSE: To provide comprehensive leisure time program opportunities for all handicapped adults within the community. The major thrust shall be to provide recreational type activities to give those individuals a more well rounded existance, and to facilitate their assimilation into the mainstream of the community.

POPULATION TO BE SERVED: Individuals nineteen years and older shall constitute "Adult" clientele. Any adult determined to be recreationally handicapped by the Adult Program Coordinator shall be eligible for service by M-NASR. Specific handicapping conditions to be served shall include individuals with Emotional, Intellectual, Hearing, Visual, Physical, Stroke and Heart Disorders.

PROGRAM SCOPE: Recreation programs shall be conducted in public, semi-public and private recreation facilities, and shall be designed to supplement and not replace ongoing recreation programs of private live-in facilities. Program opportunities should be equal in frequency, variety and quality to those found within the park districts, yet geared to meet the individual needs of each participant. In this way, a handicapped person living in a live-in facility will have the same leisure time opportunities available that he would have if living in his own private residence, All efforts will be made to expose the adult handicapped population to all quality recreation services within the community, so as to avoid the need for duplication of already existing services. All Adult Programs will be subject to M-NASR Board and Administrative policies and procedures.

MAINSTREAMING: The Adult Program Coordinator shall select and evaluate ongoing Park District programs for their appropriateness for a handicapped adult, and coordinate comprehensive mainstreaming programs.

FEES: Fees will be based upon individual program budgets, with all attempts being made to maintain the fee at a level comperable to similiar programs within the member districts. The M-NASR scholarship fund will be applicable to all those adults in need of financial assistance.

FACT SHEET

FOR THE FORMATION OF A SPECIAL RECREATION ASSOCIATION TO MAKE AVAILABLE RECREATIONAL ACTIVITIES FOR ALL HANDICAPPED MEMBERS OF A COMMUNITY

I WHAT IT IS

The special district is a group of two or more park districts, recreation boards, corporate authorities of cities, villages or incorporated towns that form a joint agreement for the purpose of providing recreation for the handicapped.

II LEGAL BASE *

8-10.1 RECREATIONAL PROGRAMS FOR HANDICAPPED
Every park district is authorized to establish, maintain and manage recreational programs for the handicapped, including both mentally and physically handicapped, to provide transportation for the handicapped to and from such programs, to provide for such examination of participants in such programs as may be deemed necessary, to charge fees for participating in such programs; the fee charged for non-residents of such district need not be the same as the fees charged the residentsof the district, and to charge fees for transportation furnished to participants.

8-10.2 JOINT RECREATIONAL PROGRAMS FOR HANDICAPPED
Any two or more park districts are authorized to take any action jointly relating to recreational programs for the handicapped that could be taken individually and to enter into agreements to extend for a period not to exceed three years with other park districts and recreation boards and the corporate authorities of cities, villages and incorporated towns specified in Sections 11-95-2 and 11-95-3 of the "Illinois Municipal Code", approved May 29, 1961, as amended, or any combination thereof, for the purpose of providing for the establishment, maintainence and management of joint recreational programs for the handicapped of all participating districts and municipal areas, including provisions for transportation of participants, procedures for approval of budgets, authorization of of expenditures and sharing of expenses, location of recreational areas in the area of any of the participating districts and municipalities, employment of a director and other professional workers for such program who may be employed by one participating district, municipality or board which shall be reimbursed on a mutually agreed basis by the other districts, municipalities and boards that are parties to the joint agreement, authorization for one municipality,

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*(The Park District Code - 1974, published by The Illinois Association of Park Districts; p.52, sec.8-10.2 and sec. 8-10.2.)

board or district to supply professional workers for a joint program conducted in another municipality or district and to provide other requirements for operation of such joint program as may be desirable.

III CURRENT DISTRICTS

The four cooperative Associations currently in operation are composed of from seven to ten districts. The number to use in the northern areas of the state will probably range in that area. In other areas, the number of districts may be smaller with the same geographical area being covered.

IV SPECIAL EDUCATION DISTRICT

The final arrangement of Member Districts may best be determined by establishing your Association boundaries contiguous to your local Special Education Cooperatives. This will eliminate possible non-resident fee problems in a given Special Education District. It will also facilitate cooperative programming and funding for staff and transportation.

MAINE-NILES ASSOCIATION OF SPECIAL RECREATION

9440 N. Kenton Ave.
Skokie, Il. 60076

674-5512

REGISTRATION FORM
(Please Print or Type)

NAME ____________________ (Last) ____________________ (First)

SEX __________ AGE __________ DATE OF BIRTH __________

ADDRESS __________ CITY __________ ZIP __________

HOME PHONE __________ BUSINESS PHONE __________

PARENT'S NAME __________

ALTERNATE PERSON TO CONTACT IN EMERGENCY __________ PHONE __________

NAME OF SCHOOL CHILD ATTENDS __________ TEACHER __________

SPECIAL EDUCATION CLASSIFICATION OR DISABILITY __________

IF YOU OR YOUR CHILD IS PHYSICALLY HANDICAPPED, PLEASE EXPLAIN THE NATURE OF YOUR/HIS/HER DISABILITY

____

ARE YOU/YOUR CHILD SUBJECT TO SEIZURES? YES _____ NO _____ IF YES, PLEASE DESCRIBE TYPE AND TREATMENT DESIRED IN THE EVENT OF A SEIZURE.

____

PLEASE LIST MEDICATION PRESCRIBED FOR YOU/YOUR CHILD: TYPE __________

DOSAGE __________ FREQUENCY __________

PROGRAM NAME	PROGRAM NUMBER	FEE

TOTAL AMOUNT DUE __________

PHOTO PERMISSION PLEASE CHECK YES _____ NO _____

I do hereby grant permission for my picture to be used for publicity or a brochure related to M-NASR.

__________ Participant's Name __________ Age __________ Signature

__________ Legal Guardian __________ Date

THE NASSAU COUNTY DEPARTMENT OF RECREATION AND PARKS MODEL

by Ms. Ann White

Program Overview

Geographically, Nassau County is divided into three major sub-divisions, Hempstead, North Hempstead and Oyster Bay. Each of these sub-divisions operates year-round community recreation programs for handicapped children and youth. In each instance, the programs are tax-supported by their Departments of Recreation and Parks and therefore, are free to the disabled as well as permanent services which makes them unique in this country. Three years ago, Nassau County, through its Department of Recreation and Parks, decided to initiate therapeutic recreation services on a county-wide basis.

Since the three major townships already offered children's services, the County decided to concentrate on Recreation Services for Disabled Adults. By doing this, handicapped individuals would be able to, if needed, participate in specialized recreation programs within the county from childhood through old age and would get these services free! From the beginning, Nassau County endeavored to plan these adult services on a coordinated basis with planning for removal of architectural barriers, program planning, facility development and transportation services.

To begin with, a large building centrally located in Eisenhower Park, East Meadow, New York, was re-developed as a recreation center with all architectural barriers removed. The building houses offices, meeting rooms, recreation rooms, crafts areas, games area and is surrounded by beautiful level picnic and recreation areas outdoors adjacent to the center.

The building is scheduled for use by outside groups (stroke club, brain-injured association, psychiatric center) during mornings and afternoons. Evenings are devoted to open-house for young disabled adults and older disabled adults.

Special events are planned for indoor and outdoor activities during the year. The County owns and operates two wheelchair lift buses which are used by the Specialized Recreation Unit for trips and special events.

Nassau owns a beautiful beach club at Lido Beach on the Atlantic Ocean. Special events, parties, dances and handicapped and non-handicapped theatre and dramatic group utilize this facility in the winter. During the summer, disabled adults are bused daily to the beach club for swimming, games and picnic events.

Special activities are planned each month on a county-wide basis. For example, a recent event was a Fashion Show luncheon where over 300 disabled and non-disabled gathered at a centrally located motel dining room. Disabled and non-disabled models showed the latest fashions and the luncheon was followed by music, singing and just plain fun.

In all of their efforts, the County endeavors to integrate their adults programs and schedule all of these services in the community setting.

The Recreation for the Handicapped Unit invited representatives from various health agencies, hospitals, schools and community recreation programs to meet periodically with the County to discuss mutual interests and needs concerning the disabled. These agency representatives became an informal advisory or coordinating committee with sub-committees assigned to assist the county in solving problems concerned with program, facilities, transportation, removal of architectural barriers and techniques for reaching the disabled population. These meetings have proven to be invaluable to the County.

One of the interesting programs of the County is to provide free consultation services on therapeutic recreation on request. The Village of Westbury, N.Y., asked for assistance in developing a recreation program for their homebound citizens. The County Consultant trained the Westbury staff, developed a recreation in-service training program for a group of volunteers and used a group of college students to do a door-to-door survey of Westbury to locate 150 homebound handicapped. This program is now successfully operating under the village's own supervision.

Other types of assistance provided includes loan of a therapeutic specialist by the county to another agency to demonstrate a specialty like "Poetry Therapy" for a period of several weeks or until the agency personnel can conduct the program on their own.

Last year the County formed a task-force on transportation for the handicapped. This task-force, working closely with the County Commissioner of Transportation, was very helpful in designing several exciting new concepts which are being adopted by the County. First, the County adopted a new law providing the handicapped with 50% off on public transportation within Nassau County. All new buses on major bus routes will be kneeling buses which lower to level of the sidewalk for easier access.

The County has ordered twenty-four mini-buses for two experimental dial-a-bus regional experiments. Four of these mini-buses will have electric lifts for wheelchair users. These buses will pick-up at the door and return the individual to his home at a reasonable rate. If successful, this program will be developed for the entire County.

One of the most difficult tasks is to locate disabled persons. Many are reluctant to contact authorities. Through advertisements in the newspapers and through the new program of 50% off for disabled on public transportation, the County is developing a central registry of the handicapped. Having such a registry would be important for informing the disabled of new programs, designing transportation routes and to involve them in community activities. The registry during the past few months has reached a total of 3,000 homes. This is a small accounting but a great start and expectations for the future should add many thousands of disabled to the registry.

The County Consultant recently met with the Boy Scouts of Nassau County, who are anxious to develop many packs and troops of disabled and integrated children. While planning for this development, the County will investigate the development of an architectural free camp site on one of the county estates which would be functional for disabled children as well as adults.

The County has, for the past three years, provided sports instruction for disabled persons and has hosted the Long Island regional wheelchair games.

A new indoor sports facility being planned for Nassau County residents at Mitchell Field has been reviewed by a Board of Experts and the complete structure has been designed to be architecturally barrier free with unique facilities to meet the needs of disabled participants. These innovations include special parking, coed dressing rooms (for husband-wife, etc, disabled) and swimming pool with adjustable height floor (Hydraulic system). The County provided free courses and workshops on therapeutic recreation with several providing college credit for those desiring this benefit.

The total service on recreation for the disabled in Nassau County is coordinated for the purpose of providing community based programs, integrated with the non-disabled and with the goal of social integration of the handicapped behind this entire effort.

The Honorable Ralph G. Caso, Nassau County Executive and the Department of Recreation Parks are to be commended for their complete support and efforts to provide the most comprehensive recreation services possible to the County's disabled citizens.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	78.63 %	$
2. Salaries, part time	3.66 %	$
3. Other compensations	.28 %	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	%	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
Performers, workshop leaders, consultant --- 14.56%		
C. Commodities		
1. Supplies	2.24 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	%	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	%	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	.62 %	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	2.29 %	$

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		1						X					X															
Administrator	1					X														X					X			
Supervisor (TR Specialist)																												
Leader (TR Worker)*	7				X	X													X				X				3	
Aide II (TR Technician)																												
Aide I (TR Assistant)																												
Volunteer	15																											

Staff Development Training

The program reported the following staff development training.

	← Presently Conducted →										← Recommended →								
Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training
Consultant	X	X	X	X	X	X	X	X	X										
Board Members																			
Administrator	X	X	X	X	X	X	X	X	X										
Supervisor	SAME										SAME								
Leader			X			X			X										
Aide			X			X			X										
Volunteer			X			X			X										
Other ______																			

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X		X	
Transportation for Participants	X		X	
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers				
Community attitudinal Barriers	X		X	
Locating or finding handicapped	X		X	
Inadequate funding for programs		X		
Training of staff to serve handicapped	X		X	
Employment of Handicapped in Recreation and Leisure Service	X		X	

Our efforts in eliminating these problems are as follows.

All County parks have been surveyed and architectural barriers are being eliminated.

Major Park-Central building has been redesigned with the elimination of barriers.

Community barriers - P/R programs, articls, newsletter, radio specials and programs in community setting-integrated programs.

Locating handicapped - newspaper advertisements on regular basis: Registry for County leisure pass, piggy-back mailing with L.I. lighting to all homes.

Transportation - The department has two electric lift buses, County ½ off for handicapped public transportation facilities. New program, Dial-A-Bus, some with electric lifts.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving															
- Swimming - Instructional	X					X	X						X		
- Swimming - Free	X					X	X						X		
- Water Sports															
- Water Safety															
- Other:______															
- Other:______															
Crafts															
- Floral Crafts	X					X	X			X					
- Leather Crafts	X					X	X			X					
- Mechanical Crafts	X					X	X			X					
- Metal Crafts	X					X	X			X					
- Paper Crafts	X					X	X			X					
- Wood Crafts	X					X	X			X					
- Handicrafts	X					X	X			X					
- Other:______															
- Other:______															
Cultural/Ethnic															
- Festival											X				
- Exhibits/Demonstrations											X				
- Other:______											X				
- Other:______															
Arts-Graphics															
- Art Appreciation	X					X	X				X				
- Art exhibit-shows															
- Drawing	X					X	X				X				
- Painting	X					X	X				X				
- Photography															
- Sculpture															
- Other:______															
- Other:______															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet															
- Ethic															
- Folk	X					X	X			X	X				
- Modern															
- Record Dance															
- Social	X					X	X			X	X				
- Square															
- Other:______															
- Other:______															
Drama															
- Children's Theater															
- Community Theater	X						X	X		X					
- Creative Character															
- Pageants															
- Readings - Poetry/Prose	X					X	X			X					
- Stage Craft															
- Puppetry															
- Radio/TV															
- Talent Shows															
- Other:______															
- Other:______															
Career Education/Guidance															
- Community Based Recreation															
- Leisure Entertainment and Enterprises	X					X	X					X			
- Resource Based Recreation															
- Tourism and Hospitality	X					X	X					X			
- Career Guidance															
- Career Placement															
- Other:______															
- Other:______															
Collecting and Hobbies															
- Collecting															
- Hobbies	X					X	X				X				
- Other:______															
- Other:______															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other PERIODICALLY		
Educational Activities															
- Budget/Monetary Skills															
- Communication Skills	X					X	X				X				
- Cooking Skills															
- Grooming/Hygiene															
- Sex Education															
- Shopping Skills															
- Time Skills															
- Travel Skills	X					X	X				X				
- Other:															
- Other:															
Entertainment															
- Radio															
- TV															
- Theater	X					X	X						X		
- Sport in Event	X					X	X						X		
- Other:															
- Other:															
Fitness															
- Exercise Program	X					X	X						X		
- Weight Program															
- Jogging															
- Mobility Training															
- Gymnastics															
- Other:															
- Other:															
Games															
- Card Games	X					X	X			X					
- Board Games	X					X	X			X					
- Puzzles	X					X	X			X					
- Other:															
- Other:															
Leisure Education															
- Skills Classes															
- Leisure Education Classes	X					X	X						X		
- Survey Community Resources	X					X	X						X		
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment															
- Placement															
- Follow-up															
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups															
- Creative Writing															
- Reading															
- Correspondence															
- Other:															
- Other:															
Music															
- Choral Groups															
- Instrumental Groups															
- Music Appreciation															
- Festivals															
- Lessons															
- Singing															
- Talent Shows															
Outdoor Recreation															
- Boating															
- Camping															
- Fishing															
- Gardening															
- Horticulture															
- Hiking/Backpacking															
- Hunting															
- Mountain Climbing															
- Outdoor Education															
- Nature Studies															
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Periodically		
Social Organization															
- Church Groups															
- Clubs															
- Consumer Groups	X					X	X				X				
- Special Interest Groups	X					X	X				X				
- Fraternal Organization															
- Parties	X					X	X				X				
- Picnics	X					X	X				X				
- Political Groups															
- Volunteer Groups	X					X	X				X				
- Other ________															
- Other ________															
Special Events															
- Birthdays	X					X	X						X		
- Fairs	X					X	X						X		
- Holiday Ceremonies	X					X	X						X		
- Other ________															
- Other ________															
Sports, Individual-Competiter															
- Bowling	X					X	X						X		
- Golf															
- Horseshoes	X					X	X						X		
- Pocket Billiard	X					X	X						X		
- Table Tennis	X					X	X						X		
- Tennis															
- Track & Field															
- Wrestling															
Sports, Individual Non-Competitive															
- Archery	X					X	X						X		
- Bicycling	X					X	X						X		
- Horseback Riding	X					X	X						X		
- Ice Skating															
- Riflery															
- Roller Skating															
- Winter Sports															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered							
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other			
Sports, Team - Competitive																
- Baseball																
- Basketball (W.C.)	X					X				X						(IN SEASON)
- Football																
- Field Hockey																
- Soccer																
- Softball																
- Volleyball																
- Other ________																
- Other ________																
Tourism and Travel																
- Outings	X					X	X					X				
- Hosteling																
- Out-of-state Travel	X					X	X					X				
- International Travel																
- Special Olympics	X					X	X					X				
- Other ________																
- Other ________																
Voluntary Service																
- Leisure Leader Activities	X					X	X				X					
- Community Activities	X					X	X				X					
- Teacher/Tutor																
- Conversing																
- Other ________																
- Other ________																

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed.

1. Recreation building and parks (special facilities)
2. All County parks-barriers removed
3. All County beaches-barriers removed
4. A Beach Club (special facilities)
5. Museums

Primary facilities owned, controlled or directed by public agencies.

1. Indoor pool

Primary facilities privately owned, controlled or directed.

1. Bowling alleys

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Annual questionnaire survey
2. Bi-monthly Advisory Committee (consumers involved)
3. Workshops and conferences
4. Regular participant (consumer) reactions

List of cooperating Departments, Agencies and Institutions serviced by the Recreation for the Handicapped Unit

1. Nassau County Department of Health
2. Industrial Home for the Blind
3. Nassau County Medical Center
4. N.E. Psychiatric Hospital
5. Hock Psychiatric Hospital
6. Penninsula Counseling Center
7. Roosevelt Mental Health Center
8. Glen Cove Day Center
9. Hicksville Day Center
10. Luther E. Woodward School
11. The Rehabilitation Institute
12. Catholic Charities
13. Association for Help with Retarded Children
14. United Cerebral Palsy
15. Association for Children with Learning Disabilities
16. Hofstra University
17. Nassau Community College
18. C.W. Post College
19. Nassau County Library System
20. Cleary School for the Deaf
21. Childrens Shelter
22. Coordinating Council of Volunteer Visitors
23. American Red Cross
24. Board of Cooperative Educational Services
25. Epilepsy Foundation of America
26. Jones Institute
27. March of Dimes
28. Muscular Dystrophy Association
29. Nassau Heart Association
30. N.C. Multiple Sclerosis Society
31. A. Holly Patterson Home
32. Town of Oyster Bay - GAP program
33. Voice of Volunteers
34. Village of Westbury
35. Human Resource Center
36. Town of Hempstead
37. N.C. Center for Deaf Blind Youth
38. Tri State Wheelchair Athletic Association
39. Easter Paralyzed Veterans Association
40. St. Josephs College
41. Architectural Barriers Committee
42. Fish
43. Harmony Club for the Blind
44. N.C. Mental Health Board
45. Town of No. Hempstead
46. Oceanside Recreation Department
47. N.C. Stroke Clubs
48. Nassau L.I. district Special Education Parent Teachers Association
49. Special Education Parents Teachers Association
50. Long Beach Recreation Department

THE PORTLAND LEISURE CENTER/PORTLAND PARKS AND RECREATION DEPARTMENT MODEL

by Ms. Karen Boulos and Ms. Beth Barney

Program Overview

Leisure Center began two years ago as a pilot project through the University of Maine, Portland Campus. The project was funded for the first year by the Maine State Bureau of Vocational Rehabilitation. The budget for the first year was approximately $31,000. The city recreation department providing the director her salary and some inkind services.

The center was funded for its second year by a 4-1 matched grant from vocational rehabilitation. Seed for this grant was provided by community development funds. Budget for 1975-76 was approximately $62,000.

The new FY 1976-77 is being funded by community development, parks and recreation and revenues. Budget is approximately $37,000.

The program in September, 1974 began with one referral. By the completion of the 40-week project, the center had serviced 200 persons, children and adults. The program is currently servicing 350 persons, all ages and disabilities. Clients come from communities covering a 60-mile radius. Legitimately, we are only allowed to serve Portland residents. (HUD guidelines, HUD funds)

Activities provided are four: Sedentary, sports, social and arts, aquatics. Programs are provided for individuals, groups, schools and Maine medical rehabilitation patients.

Facilities utilized were/are: University campus and gymnasium, local schools, theatres, pools, Y's, boy's club, other public facilities.

Staffing: Currently two full-time directors, one administrative assistant (part-time), eight specialists, three leaders, three work-study students, 30 volunteers, two consultants (social worker, four M.D.), eight advisory board members.

Total budget: $37-40,000 (Parks and recreation) - (Contracts for revenue) - (Community development)

Values/Goals: To provide opportunities for participation in recreational pursuits in community.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Portland Leisure Center place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Information is direly needed to evaluate and identify primarily the physically disabled within the community.

Therapeutic recreation as a profession, needs more visible viability and understanding within the community as well as with other human services agencies.

Inter-agency cooperation in human services with TR should be a continual, ongoing process.

More Federal, state and local funds should be made available directly to TR service agencies.

There should be a mandate for recreation agencies to provide such services for all persons.

Classification of Budget Expenditures.

	Percentage	Amount	
A. Services-Personnel			
1. Salaries, full time	%	$ 19,929.00	
2. Salaries, part time	%	$ 21,849.00	
3. Other compensations	%	$ 2,464.00	
B. Services-Contractual			
1. Communication	%	$ 14,000.00	
2. Transportation	%	$ 435.00	
3. Printing, binding, and advertising	%	$ 495.00	
4. Heat, light, power and water	%	$ (in rent)	
5. Repairs (equipment/ structures	%	$ -0- (rent)	
6. Janitorial, cleaning, other services	%	$ -0- (rent)	
C. Commodities			
1. Supplies	%	$	
2. Materials	%	$	$250.00
D. Current Charges			
1. Rents	%	$ 9,573.00	
2. Insurance	%	$ 63.00	
3. Refund, awards, indemnities	%	$ -0-	
E. Current Obligations			
1. Pensions and retirements	%	$ included in fringe	
2. Grants and subsidies	%	$ -0-	
3. Taxes	%	$ -0-	
F. Properties			
1. Buildings and improvements	%	$ -0-	
2. Equipment	%	$ 1,569.00	
3. Land	%	$ -0-	
G. Debt Payments	%	$ -0-	
TOTAL	%	$ 62,286.00 FY 1975-76	

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 10,000 in kind included
Local school district funds	$ in negotiation
Other city agency/department funds	$ 25,000
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$ 3,000
Fees & Charges	$ 5,900
Other	$
TOTAL	$ 43,900

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
State	Maine State Bureau of Vocational Rehabilitation	FY 1974-75 $31,000	All types	200
		FY 1975-76 $50,000	All types	350
Local	FY 1975-76 Community Development	$14,000	All types	200
	1976-77 Community Development	$25,000	All types	350
Private	Comprehensive Mental Health Maine Medical Center	$ 300 $ 5,900	Rehabilitation clients	200

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

Job Descriptions	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		3				1	1	1			1	1	1	2	10				10	2			10	2			0	1
Administrator	2					1	1				2																	
Supervisor (TR Specialist)																												
Leader (TR Worker)																												
Aide II (TR Technician)		5				5			8	2																		
Aide I (TR Assistant)		5		2		3			10																			
Volunteer				25	2	2	1		29	1																		

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In) Finance
Consultant	X			X	X	X	X	X		Dissemination of related information										
Board Members										Advise Administration		X		X						X
Administrator	X	X	X	X	X	X	X	X	X											
Supervisor													X							
Leader																				
Aide																				
Volunteer																				
Other																				

Rest of staff at this time are participants in in-services. Only informal in-services are given by part-time staff.

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers		X	X	
Transportation for participants	X			X
Insurance for staff, participants, volunteers		X	X	
Staff and Indirect Barriers	X		X	
Community attitudinal barriers	X		X	
Locating or finding handicapped		X	X	
Inadequate funding for programs	X			X
Training of staff to serve handicapped	X		X	
Employment of Handicapped in Recreation and Leisure Service		X	X	

Our efforts in eliminating these problems are as follows.

Transportation is available through our recreation department but must be shared with eight other supervisors. We use Red Cross ride with ME program. We teach clientele how to use public transportation. We arrange through various agencies who utilize our facility to provide transportation for some of our programs. We apply for vehicles through state grants/local groups. Our latest contact has been excess government equipment.

Indirect barriers - Dealing with a municipal government.

Community barriers - At first a problem. Many service agencies were threatened through personal contact. Most has cleared up.

Inadequate funding - Not so much inadequate as "hard to find." Direct funds dealing with handicapped/recreation.

Inservices staff - Reevaluate constantly. In-services are good but majority of staff are cognizant of this. It is required of all personnel. (30 hours) For which they are not paid. This presents a problem to some staff. Have spoken with all. We're trying to work out this to all satisfaction.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving (Staff only)	X					X						X			
- Swimming - Instructional	X		X	X	X	X	X	X		X					
- Swimming - Free	X		X	X	X	X	X	X		X					
- Water Sports	X		X	X	X	X	X	X		X					
- Water Safety	X			X	X	X	X	X		X					
- Other: Boating	X			X	X	X				X					
- Other: Special olympics	X			X	X	X						X			

(Many of these are combined in instruction)

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Crafts															
- Floral Crafts	X			X	X	X	X	X							
- Leather Crafts	X			X	X	X	X	X							
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X			X	X	X	X	X							
- Wood Crafts	X			X	X	X	X	X							
- Handicrafts	X			X	X	X	X	X							
- Other:															
- Other:															

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Cultural/Ethnic															
- Festival	X			X	X	X	X	X				X			
- Exhibits/Demonstrations	X			X	X	X	X	X				X			
- Other: Field trips to															
- Other: these															

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Arts-Graphics															
- Art Appreciation															
- Art exhibit-shows															
- Drawing	X			X	X	X	X	X				X			
- Painting	X			X	X	X	X	X				X			
- Photography															
- Sculpture															
- Other:															
- Other:															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other	(These are explored in our dance classes)	
Dance															
- Ballet	X			X	X	X	X	X		X					
- Ethic	X			X	X	X	X	X		X					
- Folk	X			X	X	X	X	X		X					
- Modern	X			X	X	X	X	X		X					
- Record Dance	X			X	X	X	X	X		X					
- Social	X			X	X	X	X	X		X					
- Square	X			X	X	X	X	X		X					
- Other:															
- Other:															

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Drama															
- Children's Theater															
- Community Theater															
- Creative Character															
- Pageants															
- Readings - Poetry/Prose															
- Stage Craft															
- Puppetry	X			X						X					
- Radio/TV															
- Talent Shows															
- Other:															
- Other:															

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Career Education/Guidance															
* - Community Based Recreation															
- Leisure Entertainment and Enterprises															
* - Resource Based Recreation															
- Tourism and Hospitality															
* - Career Guidance															
* - Career Placement															
- Other:															
- Other:															

*We get a lot of students and community requesting these.

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Collecting and Hobbies															
- Collecting															
- Hobbies															
- Other:															
- Other:															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	When requested	indirectly
Educational Activities															
- Budget Monetary Skills															
- Communication Skills	X													X	
- Cooking Skills	X									X					
- Grooming/Hygiene	X													X	
- Sex Education	X													X	
- Shopping Skills	X												X		
- Time Skills															
- Travel Skills	X												X		
- Other:															
- Other:															
Entertainment															
- Radio															
- TV															
- Theater															
- Sport in Event	X			X	X	X	X	X		X					
- Other:	X			X	X	X	X	X		X					
- Other: Field trips — museums															
Fitness															
- Exercise Program	X			X	X	X	X	X		X					
- Weight Program															
- Jogging															
- Mobility Training															
- Gymnastics	X			X	X					X					
- Other: 50 mile swim	X			X	X	X	X	X		X					
- Other:															
Games															
- Card Games	X					X				X					
- Board Games	X					X				X					
- Puzzles	X					X				X					
- Other:															
- Other:															
Leisure Education															
- Skills Classes															
- Leisure Education Classes															
- Survey Community Resources	X			X	X	X	X	X				X			
- Other:															
- Other:															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Occasional	
Leisure Settlement (counseling, Guidance															
- Assessment	X		X	X	X	X	X	X	X						
- Placement	X		X	X	X	X	X	X	X						
- Follow-up	X		X	X	X	X	X	X	X						
- Other: Referral	X		X	X	X	X	X	X	X						
- Other: Consultation	X		X	X	X	X	X	X	X						
Mental/Literary															
- Discussion Groups	X					X	X	X		X					
- Creative Writing															
- Reading															
- Correspondence															
- Other:															
- Other:															
Music															
- Choral Groups															
- Instrumental Groups	X				X	X	X	X		X	X				
- Music Appreciation	X				X	X	X	X		X	X				
- Festivals															
- Lessons															
- Singing	X				X	X	X	X		X					
- Talent Shows															
Outdoor Recreation															
- Boating	X			X	X								X		
- Camping															
- Fishing	X			X	X								X		
- Gardening															
- Horticulture															
- Hiking	X			X	X								X		
- Hunting															
- Mountain Climbing															
- Outdoor Education															
- Nature Studies	X			X	X								X		
- Other: Beachcombing	X			X	X								X		
- Other:															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Occasional		
Social/Organization															
- Church Groups															
- Clubs															
- Consumer Groups															
- Special Interest Groups	X					X							X		
- Fraternal Organization															
- Parties	X		X	X	X	X	X	X					X		
- Picnics	X		X	X	X	X	X	X					X		
- Political Groups															
- Volunteer Groups															
- Other Scouting	X			X						X					
- Other Adult Social	X				X	X	X	X		X					
Special Events															
- Birthdays	X		X	X	X	X	X	X				X			
- Fairs															
- Holiday Ceremonies	X		X	X	X	X	X	X				X			
- Other Planned activities	X		X	X	X	X	X	X				X			
- Other															
Sports, Individual-Competiter															
- Bowling															
- Golf															
- Horseshoes															
- Pocket Billiard															
- Table Tennis															
- Tennis															
- Track & Field															
- Wrestling															
- Swimming	X			X	X								X		
Sports, Individual Non-Competitive															
- Archery	X									X					
- Bicycling															
- Horseback Riding															
- Ice Skating															
- Rifelry (will in fall)	X			X	X	X	X	X			X				
- Rollar Skating															
- Winter Sports	X			X	X	X	X	X					X		

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball															
- Basketball															
- Football															
- Field Hockey															
- Soccer															
- Softball															
- Volleyball															
- Other															
- Other															
Tourism and Travel															
- Outings	X		X	X	X	X	X	X		X					
- Hosteling															
- Out-of-state Travel															
- International Travel															
- Special Olympics															
- Other															
- Other															
Voluntary Service															
- Leisure Leader Activities	X					X	X	X							(depends on individual)
- Community Activities															
- Teacher/Tudor															
- Conversing	X			X	X	X	X	X		X					
- Other															
- Other															

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Participants: Medical/social forms, interviews, weekly meetings with staff to evaluate participants, weekly activity plans/reports to assess clients, ongoing evaluation by staff/consultants through observation and written reports.

2. Personnel: Formal application with 1-page statement of "why" they want to work at LC, 4 interviews with advisory board (4) members, after hire, 6-month probation period, contractual agreement, personnel handbook, 2 x annual conference with director, staff meetings and gripe sessions (occasional).

3. Program: Community, staff, and client surveys, on-site visits, activity plans and reports, popularity of program.

Evaluation and Review of the
Committee for Adult Recreation Evaluation of Services (C.A.R.E.S.)

A group of mentally and physically handicapped adults formed a new committee in December 1974 called C.A.R.E.S. The purpose of the group is to evaluate existing recreational programs for the handicapped, make suggestions for needed programs, and plan and execute activities for large groups of handicapped adults. Since many handicapped adults are receiving special programming in the area of recreation, it is necessary that their input be received so that the programs are sure to meet existing needs.

The first few meetings were used to establish the goals and objectives of the group. Areas covered were: location and evaluation of existing programs, innovative planning for new programs, information communication of programs to local centers, workshops, etc., planning of various recreational activities on a one-time basis and integration of adults into regular community programs.

Once the goals and objectives were established, the committee began planning a course of action to meet their needs. The first large activity they co-sponsored was the Recreation Faire held in June 1975 at Kenilworth Park. For this event, calendars were made up of events occurring in the summer and a brochure was printed explaining summer programming.

The day started out with a picnic lunch. Later an explanation was given of the information which everyone received (calendars, brochures, flyers). Many adults found out that summertime also has many activities and events to offer. After this, the participants broke into groups and got involved in the activity of their choice: baseball, tennis, badminton, frisbee, and table games.

The C.A.R.E.S. members felt that since the Recreation Faire was so helpful in exploring the summer activities, another should be held in spring of 1976. The purpose of the Recreation Faire or Workshop would be to teach handicapped adults the skills of various activities (i.e., volleyball, baseball, etc.) so that they could be integrated into the community programming of these events. Assistance would also be given at this time to help locate programs in the community where they could use their new learned skills. Plans for this are now under way.

C.A.R.E.S. this year is expanding its operation so it may deal with more recreation problems faced by handicapped. The adults listed the areas in recreation they feel needed attention and committees were formed to represent each area: (1) Bowling Committee, (2) Recreation Workshop Committee, (3) Field Trip Committee, (4) Programming Ideas Committee, and (5) Calendar Information Committee. Work by the individual committees will start in February 1976.

C.A.R.E.S. is a new idea in recreation programming for the handicapped. Involvement by the handicapped has proven vital in effective programming. However, not only is the committee, as a whole, successful in its operation, but important gains have been noted in the individuals participating. First of all, it is a chance for the members to get together socially. The meetings have gotten people out of the home and into the community. Most, if not all, of the members have been bus-trained to get to the meeting place by themselves. For many it was also the first time they had bought their own dinner and ate with a large group of people. So, not only are these adults helping to improve the social and recreational activities for other adults in the Portland area, but at the same time are improving their own social skills.

THE WILMINGTON PARKS AND RECREATION PROGRAM FOR SPECIAL POPULATIONS MODEL

by Ms. Ellen P. Lilyquist

Program Overview

Who Served: This program serves mentally retarded, physically handicapped, senior citizen, and visually impaired.

Primary activities provided: Activities include crafts, games, ceramics, sewing, quilting, knitting, films, piano, bingo, fitness, parties, socials, Day Camp of Mentally Retarded and Special Olympics.

Primary facilities used: We utilize all facilities of the Wilmington Parks and Recreation Department, Art Center, gymnasium, offices and parks, as well as housing authority, recreation centers for Senior Citizens only and any community facility available relating to program need.

Staffing: There is a supervisor for the visually impaired who mainly serves blind senior citizens and two supervisors for senior citizens within the housing projects. The supervisor of Special Populations serves mainly mentally retarded and physically handicapped. The responses relate to metally retarded, physically handicapped, senior citizens and visually impaired.

Primary Sources of Support: Our budget is a part of the total Parks and Recreation Department budget of the City of Wilmington, N.C. The housing authority contributes $1 per individual for its senior citizens. The Blind program is funded on a matching bases through a State grant. There is not much money in this grant for extra supplies and contractural services.

Purpose and Philosophy: To serve the Special Populations of Wilmington in any recreational setting; including the mentally retarded, emotionally disturbed, physically handicapped, visually handicapped children and adults, or any individual or group who would otherwise be unable to participate in other recreation programs. We believe "It's the ability rather than the disability that counts!" We deal with handicapped at their own best levels while encouraging them to develop and work at their own highest potentials. We propose to enlighten and increase the growth of the participants.

Goals and Objectives:

1. To organize, plan and carry out recreational activities for special populations on a year round and seasonal basis.
2. To involve the special populations with the community and to educate, involve and influence the community with the needs and abilities of the handicapped.
3. To act as a resource and assist any individual or group in coordination, organization, planning, or participating in program for Special Populations.
4. To function as an opportunity for volunteers to serve the community.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	30.2 %	$
* 2. Salaries, part time	X %	$
3. Other compensations	%	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	X %	$
3. Printing, binding, and advertising	X %	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	X %	$
2. Materials	X %	$
D. Current Charges		
1. Rents	%	$
2. Insurance	X %	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	%	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	Unavailable %	$ Unavailable

*All categories maked (X) total 69.8%. No other figures available.

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds _____ $ Ongoing Program
Local school district funds _____ $ _____
Other city agency/department funds _____ $ Senior Citizens
County source of funds _____ $ _____
Special district funds _____ $ _____
State grants _____ $ Visually Impaired & Day Camp
Federal grants _____ $ _____
Contributions, donations _____ $ Special Olympics & Day Camp
Concessions _____ $ _____
Fees & Charges _____ $ _____
Other _____ $ _____

TOTAL $ _____

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
State	Mental Health Sharing Grant			
Local	City Budget			
Private	Donations, In-Kind Services			

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →														← Recommended Staffing Pattern →														Handicapped Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator																												
Supervisor (TR Specialist)	4	3		2		5			4	3																		
Leader (TR Worker)		Camp Only 5	In College						2	3				1					X			In College Training						
Aide II (TR Technician)		3	Not Available						Not Available																			
Aide I (TR Assistant)																												
Volunteer		270	40	210	20	10			260	5	3	1	1	X	X	X	X	X	X	X	X	X	X	X	X	X		

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing leisure services to handicapped?		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	at times		temporarily	
Transportation for Participants	X			
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers		X		
Community attitudinal Barriers		X		
Locating or finding handicapped				
Inadequate funding for programs	X			X We keep trying
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	does not apply			

Our efforts in eliminating these problems are as follows.

Transportation: Police Department prison bus
Public school bus

Inadequate Funding: Approach the city council
Donations
Church Groups
Civic clubs
Grants

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		Group Served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Summer only	When available
Aquatics															
- Life Saving		X													
- Swimming - Instructional	X					X		X		X					
- Swimming - Free	X			X	X								X		
- Water Sports		X													
- Water Safety		X													
- Other:															
- Other:															
Crafts															
- Floral Crafts		X													
- Leather Crafts		X													
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X		X	X	X	X	X	X		X					
- Wood Crafts		X													
- Handicrafts	X		X	X	X	X	X	X		X					
- Other:															
- Other:															
Cultural/Ethnic															
- Festival	X		X	X	X	X	X	X						X	
- Exhibits/Demonstrations	X		X	X	X	X	X	X						X	
- Other: Teach skills of	X				X					X					
- Other: cultural involvement															
Arts-Graphics															
- Art Appreciation	X		X	X	X	X	X	X						X	
- Art exhibit-shows	X		X	X	X	X	X	X						X	
- Drawing		X													
- Painting		X													
- Photography		X													
- Sculpture		X													
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Whenever	Summer	
Dance															
- Ballet		X													
- Ethic		X													
- Folk		X													
- Modern	X			X						X					
- Record Dance		X													
- Social		X													
- Square	X							X							
- Other: Activity movement	X			X						X					
- Other: General feel	X		X	X	X	X	X	X				X	X		
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows		X													
- Other: Drama skills	X			X						X					
- Other: Any production available	X		X	X	X	X	X	X					X		
Career Education/Guidance															
- Community Based Recreation	We are		X	X	X	X	X	X					X		
- Leisure Entertainment and Enterprises	We are		X	X	X	X	X	X							
- Resource Based Recreation		X													
- Tourism and Hospitality		X													
- Career Guidance		X													
- Career Placement		X													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting		X													
- Hobbies	X							X							
- Other:															
- Other:															

Staff Development Training

The program reported the following staff development training.

	← Presently Conducted →										← Recommended →									
Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics
Consultant																				
Board Members																				
Administrator																				
Supervisor	X					X	X	X	X		X					X	X	X	X	
Leader	X	X	X	X					X		X	X	X	X					X	
Aide	X	X	X	X					X		X	X	X	X					X	
Volunteer	X		X								X		X							
Other as needed	X	X	X	X	X	X	X	X	X											

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other At tournament time	Unknown	
Educational Activities															
- Budget/Monetary Skills		X													
- Communication Skills		X													
- Cooking Skills		X													
- Grooming/Hygiene		X													
- Sex Education		X													
- Shopping Skills		X													
- Time Skills		X													
- Travel Skills		X													
- Other:															
- Other:															
Entertainment															
- Radio		X													
- T.V.		X													
- Theater	X			X	X					X					
- Sport in Event	X		X	X	X	X	X	X					X		
- Other:															
- Other:															
Fitness															
- Exercise Program	X					X				X					
- Weight Program	X					X				X					
- Jogging		X													
- Mobility Training	X							X						X	
- Gymnastics		X													
- Other:															
- Other:															
Games															
- Card Games	X							X				X			
- Board Games	X		X	X	X	X	X	X		X					
- Puzzles															
- Other:															
- Other:															
Leisure Education															
- Skills Classes	X		X	X	X	X	X	X		X					
- Leisure Education Classes	X							X		X					
- Survey Community Resources															
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other When available		
Leisure Settlement (counseling, Guidance															
- Assessment		X													
- Placement		X													
- Follow-up		X													
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups		X													
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other:															
- Other:															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation	X		X	X	X	X	X	X							
- Festivals		X													
- Lessons	X							X							
- Singing	X							X							
- Talent Shows															
Outdoor Recreation															
- Boating		X													
- Camping		X													
- Fishing	X							X	X						
- Gardening		X													
- Horticulture		X													
- Hiking/Backpacking		X													
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education		X													
- Nature Studies		X													
- Other: Day camp	X		X	X				X					X		
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offeres						
Social Organization	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	When it is time	When necessary
- Church Groups		X													
- Clubs	X					X		X		X					
- Consumer Groups		X													
- Special Interest Groups		X													
- Fraternal Organization		X													
- Parties	X					X							X		
- Picnics	X					X							X		
- Political Groups		X													
- Volunteer Groups	X					X								X	
- Other															
- Other															

Special Events	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	When it is time	When necessary
- Birthdays	X		X	X	X	X	X	X					X		
- Fairs	X		X	X	X	X	X	X					X		
- Holiday Ceremonies	X		X	X	X	X	X	X					X		
- Other Special Olympcis	X			X	X	X	X	X					X		
- Other															

Sports, Individual-Competiter	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	When it is time	When necessary
- Bowling	X							X		X					
- Golf		X													
- Horseshoes	X							X					X		
- Pocket Billiard		X													
- Table Tennis		X													
- Tennis		X													
- Track & Field	X			X	X	X	X	X		X					
- Wrestling		X													

Sports, Individual Non-Competitive	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	When it is time	When necessary
- Archery		X													
- Bicycling		X													
- Horseback Riding		X													
- Ice Skating		X													
- Rifelry		X													
- Rollar Skating		X													
- Winter Sports		X													

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
Sports, Team - Competitive	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Seasonal	When possible
- Baseball		X													
- Basketball	X				X								\		
- Football		X													
- Field Hockey		X													
- Soccer		X													
- Softball		X													
- Volleyball		X													
- Other															
- Other															

Tourism and Travel	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Seasonal	When possible
- Outings		X													
- Hosteling		X													
- Out-of-state Travel		X													
- International Travel		X													
- Special Olympics	X			X	X	X	X	X		X					
- Other															
- Other															

Voluntary Service	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Seasonal	When possible
- Leisure Leader Activities	X				X	X	X	X						X	
- Community Activities	X			X	X	X	X	X						X	
- Teacher/Tudor		X													
- Conversing		X													
- Other															
- Other															

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed by public agencies.

1. All City of Wilmington's parks and recreation centers
2. Churches
3. Schools
4. Housing projects and centers

Primary facilities privately owned, controlled or directed.

1. YMCA
2. Bowling alley
3. Cerebral palsy center
4. Sheltered workshop

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Do monthly attendance reports based on age and sex for each program
2. Volunteer, teacher and parent evaluation
3. Personnel evaluation

THE ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) MODEL

by Mr. Douglas J. Baylis

Program Overview

Who served, how many and geographic area: The town of Hempstead offers the ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) program to town residents from the ages of 6-21, although a portion of the participants are over 21. We have served over 1400 children.

Primary activities provided: Activities include music, arts and crafts, bowling, swimming, dance, physical education, drama, special events and field trips.

Primary facilities used: Our use is confined to a town park for our six week summer day camp, two BOCES schools, commercial bowling alleys, a town swimming pool, other town parks and points of interest in the metropolitan area.

Staffing (number and titles): Staff consists of three Center Directors, approximately 23 group leaders, 30 group aides, five substitutes and approximately 15 specialists. Group aides and specialists also act as bus counselors.

Total budget and primary sources of support: Tax revenues support the program, and the total budget is approximately $250,000, excluding recreation staff, rentals, fund expenditures, etc. that we don't account for.

Values and goals achieved through the program: Overall, our program is geared to provide recreation for handicapped youngsters. In addition to providing an outlet for these youngsters and a break for the parents, we are interested in socialization and interaction.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the ANCHOR Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Transportation is a problem for the handicapped.

A federal or state campaign geared to community awareness is a must.

A statewide plan for coordination of services is a necessity.

Employment is the next big step.

Centeral information centers and services are needed.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	%	$ 50,000
2. Salaries, part time	%	$ 120,000
3. Other compensations	%	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	%	$ 70,00
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	%	$ 10,000
2. Materials	%	$
D. Current Charges		
1. Rents	%	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	%	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	%	$

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 400,000.000
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 400,000.00

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		1						X					X								X					X		
Administrator	1					X						X		1						X				X				
Supervisor (TR Specialist)	2					2	X			2	X			2					X					X				
Leader (TR Worker)		45		45	4	40	20			12	25	1	7	2					X				X					
Aide II (TR Technician)		20			3	17	10		2	10	5	3						X					X					
Aide I (TR Assistant)		70																X					X					
Volunteer		200	100	50	30	18	2										X					X	X					

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Staff Development Training

The program reported the following staff development training.

	Presently Conducted										Recommended								
Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training
Consultant																			
Board Members																			
Administrator								X									X	X	X
Supervisor	X										X								X
Leader					x								x		x				
Aide				x										x					
Volunteer				x										x					
Other Nurse						x										x			

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers		X	X	
Transportation for Participants	X			X
Insurance for staff participants, volunteers	X		X	
Staff and Indirect Barriers	X			X
Community attitudinal Barriers	X			X
Locating or finding handicapped		X	X	
Inadequate funding for programs		X	X	
Training of staff to serve handicapped		X	X	
Employment of Handicapped in Recreation and Leisure Service	X			X

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		Group Served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Daily during summer day camp	Weekly during Fall/Winter/ Spring
Aquatics															
- Life Saving	X				X	X			X						
- Swimming - Instructional	X			X	X	X	X		X						
- Swimming - Free	X			X	X	X	X		X						
- Water Sports	X			X	X	X	X		X						
- Water Safety	X			X	X	X	X		X						
- Other: ____															
- Other: ____															
Crafts															
- Floral Crafts	X			X	X	X			X						
- Leather Crafts	X			X	X	X			X						
- Mechanical Crafts	X			X	X	X			X						
- Metal Crafts	X			X	X	X			X						
- Paper Crafts	X			X	X	X			X						
- Wood Crafts	X			X	X	X			X						
- Handicrafts	X			X	X	X			X						
- Other: ____															
- Other: ____															
Cultural/Ethnic															
- Festival	X			X	X	X			X						
- Exhibits/Demonstrations	X			X	X	X			X						
- Other: ____															
- Other: ____															
Arts-Graphics															
- Art Appreciation	X			X	X	X			X						
- Art exhibit-shows	X			X	X	X			X						
- Drawing	X			X	X	X			X						
- Painting	X			X	X	X			X						
- Photography		X													
- Sculpture	X			X	X	X			X						
- Other: ____															
- Other: ____															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other	Daily during summer day camp	Weekly during Fall/Winter/ Spring
Dance															
- Ballet	X			X	X	X									
- Ethic	X			X	X	X									
- Folk	X			X	X	X									
- Modern	X			X	X	X									
- Record Dance	X			X	X	X									
- Social	X			X	X	X									
- Square		X													
- Other: ____															
- Other: ____															
Drama															
- Children's Theater	X			X	X	X									
- Community Theater	X			X	X	X									
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows	X			X	X	X									
- Other: ____															
- Other: ____															
Career Education/Guidance															
- Community Based Recreation	X			X	X	X									
- Leisure Entertainment and Enterprises	X			X	X	X									
- Resource Based Recreation															
- Tourism and Hospitality															
- Career Guidance															
- Career Placement															
- Other: ____															
- Other: ____															
Collecting and Hobbies															
- Collecting	X			X	X	X									
- Hobbies	X			X	X	X									
- Other: ____															
- Other: ____															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X			X	X	X									
- Communication Skills	X			X	X	X									
- Cooking Skills	X			X	X	X									
- Grooming/Hygiene	X			X	X	X									
- Sex Education		X													
- Shopping Skills	X			X	X	X									
- Time Skills	X			X	X	X									
- Travel Skills	X			X	X	X									
- Other:															
- Other:															
Entertainment															
- Radio	X														
- TV															
- Theater															
- Sport in Event	X														
- Other:															
- Other:															
Fitness															
- Exercise Program															
- Weight Program															
- Jogging															
- Mobility Training															
- Gymnastics															
- Other:															
- Other:															
Games															
- Card Games															
- Board Games															
- Puzzles															
- Other:															
- Other:															
Leisure Education															
- Skills Classes															
- Leisure Education Classes															
- Survey Community Resources															
- Other:															
- Other:															

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	At entrance to	
Leisure Settlement (counseling, Guidance															
- Assessment	X			X	X	X								X	
- Placement	X			X	X	X						X			
- Follow-up	X			X	X	X						X			
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	X			X	X	X				X					
- Creative Writing		X													
- Reading		X													
- Correspondence	X			X	X	X					X				
- Other:															
- Other:															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation	X			X	X	X				X					
- Festivals	X			X	X	X						X			
- Lessons		X													
- Singing	X			X	X	X				X					
- Talent Shows	X			X	X	X						X			
Outdoor Recreation															
- Boating		X													
- Camping		X													
- Fishing	X			X	X	X					X				
- Gardening		X													
- Horticulture		X													
- Hiking/Backpacking		X													
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education		X													
- Nature Studies		X													
- Other:															
- Other:															

Facilities

The major facilities used by our special populations recreation program are reported below

Primary facilities owned, controlled or directed.

1. Permanent day camp facility - beachfront (Lido Beach, NY)
2. Echo Park Pool
3. Coes Neck Park (Indoor community room)
4. Lido Beach Town Park (Indoor community room)

Primary facilities owned, controlled or directed by public agencies.

1. BOCES Schools (Rosemary Kennedy & Baldwin Harbor)

Primary facilities privately owned, controlled or directed.

1. Long Beach Bowl
2. Planders Lanes

THE ANCHOR PROGRAM -- A Model of a Community Based Recreation Program for the Handicapped, Town of Hempstead, State of New York, Department of Parks and Recreation

A. ANCHOR PROGRAM DEFINED

The ANCHOR Program (Answering the Needs of Children with Handicaps through Organized Recreation) is a community sponsored comprehensive recreation program for handicapped youngsters.

1. Population Served

   Town of Hempstead residents between the ages of 6 and 21 who are physically, mentally or emotionally disturbed are eligible to apply for entry into the ANCHOR program.

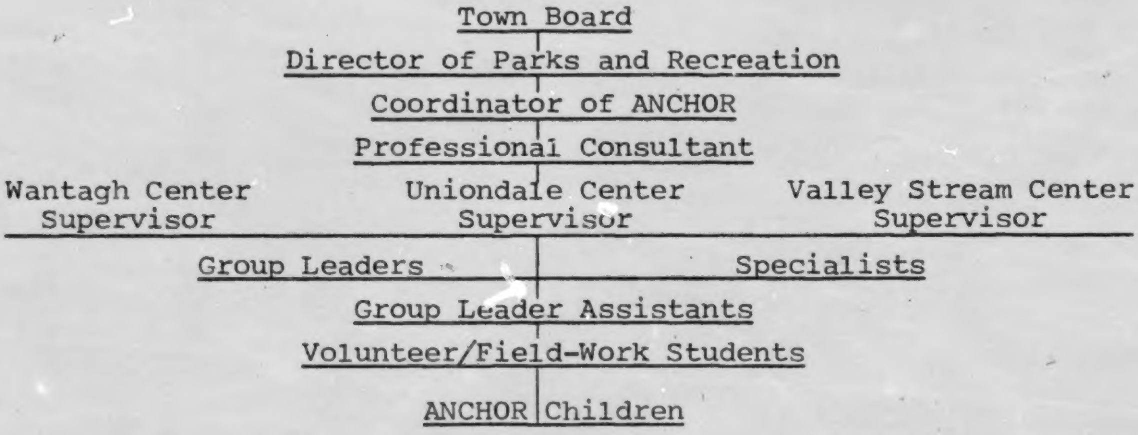
2. Sponsorship

   a. The ANCHOR Program is supported by tax revenue only. There are no fees or charges to parents of children in the program.

   b. At the present time, the Town of Hempstead does not receive Federal or State funding for this specific program, but we are hopeful of receiving funds for a year-round facility at Lido Beach in the near future.

3. Program Administration

   The ANCHOR Program is planned and implemented under the aegis of the Town of Hempstead Department of Parks and Recreation, Recreation Division. The organization structure is as follows:


Town Board
Director of Parks and Recreation
Coordinator of ANCHOR
Professional Consultant
Wantagh Center Supervisor
Uniondale Center Supervisor
Valley Stream Center Supervisor
Group Leaders
Specialists
Group Leader Assistants
Volunteer/Field-Work Students
ANCHOR Children

4. Program Operation

The ANCHOR Program is divided into two divisions:

a. The fall/winter/spring program conducted on Wednesdays and Thursdays, depending on location, from 4:00 - 6:00 pm and Saturdays from 10:00 - 3:00 pm, during the months of October through May.

b. The summer day camp program - Camp ANCHOR - conducted for a period of six (6) weeks, Mondays through Fridays, during the months of July and August.

5. Facilities (Fall/Winter/Spring)

a. The fall/winter/spring program is conducted in three (3) separate facilities, carefully located within the Township to conveniently service the participants and parents of the ANCHOR Program. The three centers are located as follows:

    (1) Wantagh Center - services the Eastern Region of the Town of Hempstead and cares for approximately 125 handicapped children.

    (2) Uniondale Center - services the Central Region of the Town with 130 registered youngsters.

    (3) Valley Stream Center - services the Western Region of the Town with 100 registered youngsters.

b. In each of the three regions, public school facilities are utilized.

c. The Town enters contractual agreement with three school districts on an annual basis, and a fee is paid to two of the districts (Uniondale and Valley Stream) to defray custodial service fees.

d. The third facility (Wantagh) is a Board of Cooperative Educational Services (BOCES) school for the mentally retarded and brain injured, with no fee levied for its use.

e. School Facilities Utilized: Regular Classrooms - Gymnasiums - Swimming Pools (Uniondale and Wantagh only) - Auditoriums - All-Purpose Rooms - Ceramics Rooms - Music Rooms - Wood-working Shops - Outdoor Athletic and Play Areas - Home Economics Rooms.

f. In addition to the school facilities, Town recreation and park facilities are utilized to supplement and enhance program activities.

6. Facilities - Camp ANCHOR

   a. Camp ANCHOR is conducted in a unique setting located at Town Park in Lido Beach; a beach and picnic facility situated on the ocean front.

   b. The camp site has been designed exclusively for the handicapped and consists of the following:

      (1) Thirty-two (32) tent units which house twenty-five (25) individual groups. Thirteen (13) in Junior Camp, twelve (12) in the Senior camp.

      (2) Arts and Crafts Shops

      (3) Two (2) Swimming Pools

      (4) Two (2) Music Rooms

      (5) Exclusive, protected ocean and beach front area.

      (6) Unique obstacle and confidence play area.

      (7) Two (2) court games areas.

      (8) Children's playground

      (9) Picnic shelters and grills

      (10) Inter-connecting boardwalks for easy mobility for all campers, including those in wheelchairs.

      (11) Tennis courts

      (12) Golf driving range

      (13) Bowling Alleys (commercial)

      (14) Public school facilities - utilized from the Long Beach School District during inclement weather. In the event of poor weather conditions, all campers are bussed directly to the Lido Beach Elementary School which is located a very short distance from Camp ANCHOR.

      (15) Long Beach Recreation Department Pool - utilized on days of inclement weather.

      (16) Other Town recreation facilities are used to supplement and enrich the regular camp program.

   c. The tents are rented for the duration of the Camp ANCHOR season.

   d. A fee for custodial services is paid to the Long Beach School District when the Lido Elementary School is used.

   e. Town of Hempstead Fishing Pier.

7. Transportation

   a. The ANCHOR Program provides free bus transportation for all participants who wish to utilize it.

b. Bussing is provided on Saturdays, during the fall/winter/spring program, and daily Mondays through Fridays for the duration of Camp ANCHOR.

c. Centralized pick-up points are determined (from a survey of parents) within the various communities represented.

d. Nine (9) regular school buses are used to provide transportation for the fall/winter/spring program and the Camp ANCHOR Program.

e. Three (3) special buses fitted with hydraulic lifts and ramps are used to transport youngsters confined to wheelchairs. These children are picked up at their homes.

f. Two recreation personnel are assigned to supervise each bus while enroute, and each bus is equipped with two-way radio capabilities.

8. ANCHOR Staff

The staff structure of the ANCHOR Program is as follows:

a. Consultant - The Town has retained the services of a professional consultant in the field of therapeutic recreation -- Dr. Morton Thompson. Dr. Thompson reports immediately to the Supervisor of Children's Handicapped Recreation. All questionable applicants are interviewed before entering the ANCHOR Program.

b. Program Supervisors - There are three (3) Center Supervisors, all of whom are professional special education teachers with strong recreational backgrounds. They are directly responsible for the planning and supervision of the programs within their respective centers.

c. Group Leaders - There are 23 Group Leaders assigned to the fall/winter/spring program and 25 assigned to the Camp ANCHOR Program. The Group Leaders are directly responsible for the supervision of the children assigned to them. Group sizes range from 6 to 15 children in number, depending on the registration, disability range, etc.

d. Specialists - Recreation Specialist personnel are directly responsible for the planning, implementation, and supervision of the respective activity area. The following are considered specialty areas:
   -Physical Education
   -Music
   -Arts and Crafts
   -Swimming
   -Special Events
   -Home Economics
   -Drama

(1) For the fall/winter/spring program, each of the three centers has a team of Specialists. For Camp ANCHOR, a double team of Specialists is retained.

(2) Other specialty programs are offered and conducted on Wednesdays during the fall usually by Group Leader-Assistants who may have special interest areas; e.g. hobbies, storytelling, dance, needle point, woodworking, ceramics, etc.

(3) Swimming personnel are certified Nassau County Red Cross Water Safety Instructors, and Lifeguards.

e. Group Leader Special Assistants - This group of paid personnel are part-time college students who hold varying recreation job titles within the Recreation Division. Because of their particular interests in therapeutic recreation, they have been assigned to the ANCHOR Program. They are either assigned directly to a Group Leader or a Specialist, depending on their own interests, talents, and program needs.

It has been from the ranks of these assistants that our Group Leaders and some Specialists have emerged.

As a point of interest, all ANCHOR Group Leaders are recommended by supervisors and staff, and elected into the Group Leader position. In doing this we have been able to select the most capable and acceptable Group Leader staff.

f. Field-work Students - Each semester, the ANCHOR Program is able to utilize a number of college field work students who are mojoring in recreation, physical education, special education, sociology, education, etc. Said students are able to earn college credits, in addition to valuable experience. Students who have actively engaged in this program have come to ANCHOR from:

-State University of New York at Farmingdale
-Nassau Community College
-Hofstra University
-Adelphi University
-Queens College
-University of West Virginia
-University of New Hampshire
-Molloy College for Women
-New York University
-Hunter College

g. ANCHOR Volunteers - Approximately 300 high school boys and girls between the ages of 14 and 18 have served as volunteers over the past year and a half.

Currently there are approximately 200 active volunteers.

Each volunteer must be properly registered; i.e., necessary forms including working papers, etc. Once processed, volunteers are assigned to the center most conveniently located for them, and are then scheduled into a group or specialty area.

All volunteers are eligible to use the free bussing program.

An Annual Awards Night is held in their honor, along with a special party and dance.

The volunteers are the key to the highly praised leader/child ratio. This is especially true for the summer day camp program.

9. Programming - The program content of the fall/winter/spring program and the day camp program is as follows:

   a. Music - group singing, rhythm bands, dance, interpretive movements, listening to records, glee club, musical productions.

   b. Arts and Crafts - ceramics, scrap crafts, art work, paper and glue crafts, etc.

   c. Physical Education - fitness testing, motor ability testing balance, agility, and perception testing, low and high organization games, lead-up games, archery, bowling, tennis, golf, parachute play, confidence course, trampoline, etc., are but a few.

   d. Swim Program - Skills evaluation, swim instruction, basic water orientation, aquatic games, ocean bathing (day camp only).

   e. Special Events - includes annual Christmas show, annual spring play, annual family picnic, live entertainment, puppet shows, talent show, field days, inter-center contests.

   f. Field Trips - regularly scheduled trips for all groups are taken on Saturdays and regularly during the summer months. Some of the places of interest visited have been:

      -Musuem of Natural History
      -Kennedy International Airport
      -Brooklyn Aquarium
      -Fish Hatchery
      -Seaford Historical Museum
      -Rockefeller Center
      -Window Shopping in New York City
      -Floyd Bennett Naval Base
      -King Point Merchant Marine Academy, and many others

10. Advisory Committee - The ANCHOR Program has a lay advisory committee consisting of thirteen (13) members. They are professional and non-professional persons appointed by the Town Board for a period of one year.

The advisory committee meets monthly for the purpose of guiding and assisting the Recreation Division in its planning, development, and operation of the ANCHOR Program.

The advisory committee administers three special funds; one developed exclusively for the ANCHOR Volunteers. Monies raised for this fund are used for the awards and parties and, subsequently, funds will be allocated for college incentive grants.

The second fund is for the ANCHOR Program in general. These funds are used for special programming not covered in the regular Departmental budget i.e. weekday club program.

The third fund initiated Spring of 71 is our Extra-Curricular Activity Fund. This fund is for special events and trips which otherwise would not be available for the children through regular Departmental Funds.

All three funds are indipendent of the Town's jurisdiction and three separate trustees have been appointed and are responsibile for management of these funds.

These funds are used at the discretion of the advisory committee and monies for these funds are raised through solicitation of parents, businesses, etc.

B. UNIQUE ASPECTS OF THE ANCHOR PROGRAM

1. Integration of Disabilities - Seince the outset of the ANCHOR Program, all participants regardless of their disabilities have been grouped according to their chronological age. Once in the group, the child is observed and evaluated and a determination is subsequently made as to whether the child needs to be moved to another group, etc. Adjustments are also made with regard to the child's ability to participate in specific recreation activities. At no time have the children been classified and segregated by their disabilities.

2. Computer Capability - because of the accessibility of data processing machinery and personnel, the Recreation Division early in the development of the ANCHOR Program was able to apply certain computer procedures. Notable is the ANCHOR Application which is so designed that all data submitted is easily processed and stored in memory. Print-outs of said data, or elements of specific data are readily available.

3. The ANCHOR Newsletter - The newsletter is a key element in our communications with parents of our children. It is published monthly and includes articles and information expressly relevant to the ANCHOR Program participants. The circulation is over 700 and includes many community groups, professional societies, etc. on the mailing list.

4. Parents Open House and Orientation - Once a year a parents open house is scheduled at which time parents and family of our participants are requested to attend an evening meeting. At this meeting they are given the opportunity to talk with their children's group leaders and can learn of the children's progress. Movies of the program are usually shown. Past meetings have seen 200 - 300 parents and family members in attendance.

5. Community Cooperation and Assistance -

   a. Utilization of public school facilities.

   b. Summer milk program - over 19,000 ½ pint units of milk were provided in 1969 and 1970 and 1971 through the joint efforts of the various Town of Hempstead Kiwanis Clubs.

   c. Toys, games program - through the efforts of the U.S. Marine Corps Reserves of Garden City "Toys for Tots Program" the ANCHOR Program receives about $200 annually for toys and games used in the ANCHOR Program.

   d. Camp ANCHOR swimming pools - the existing 2 pools at Camp ANCHOR's site were donated by the Nassau Chapter of the Association for Children with Learning Disabilities.

   e. Camp-fire Program - the refreshments for our evening camp-fire programs have been provided by donations from the Town of Hempstead Republican Club Committee and the Nassau Chapter of the Association for Children with Learning Disabilities.

   f. Holiday Prizes and Refreshments - for the annual Christmas show have been provided by local Girl Scout and Brownie Troops.

   g. Joint Programming - involving special events and activities is currently being explored with local Boy Scout and Girl Scout troops.

   h. Group Volunteer services - college students from Hofstra University, in conjunction with PUSH (Persons United in Support of the Handicapped), have rendered the volunteer services of over 20 college students for a period of one year.

i. Utilization of commercial facilities - local bowling alleys have provided free and reduced rates for use of their facilities.

j. College credits available - college credits have been awarded to Special Education students employed in the ANCHOR Program. Said involvement is carefully investigated and a comprehensive report must be submitted by the student.

6. Consultation Services - The ANCHOR Program provides consultation and information services in cooperation with other agencies such as social services, psychiatric and medical services relative to ANCHOR participants.

7. Awards - Since Oct. 1968 the ANCHOR Program has been:

   a. Acknowledged by the President's Committee for the Handicapped in which this Town's former Presiding Supervisor Ralph G. Caso received the award in 1969.

   b. The Nassau County Recreation, Park and Conservation Association acknowledged the ANCHOR Program as the "Outstanding Recreation Program for the Handicapped" in 1969.

   c. Dr. Morton Thompson (Ed.D.) Consultant to the Town of Hempstead ANCHOR Program was acknowledged by the Nassau County Recreation, Park and Conservation Association for his outstanding contribution to the handicapped and his work with the ANCHOR Program.

8. Career Opportunities - Perhaps one of the most exciting by-products of the ANCHOR Program has been its influence on young college and high school staff members.

   Because of their involvement in the ANCHOR Program many have changed their career designs.

C. FUTURE OF THE ANCHOR PROGRAM

At the present time, the immediate concern is for a comprehensive plan for the continued growth and development of the ANCHOR Program. The following preliminary steps have been taken:

1. The Town Board has aughorized the funding for a study regarding the current and future recreation needs of the handicapped within the Town of Hempstead, and

2. The application of these findings toward the development of a year-round environmental center for the handicapped.
3. Other considerations would be the development of recreation programs for pre-school children, the homebound, and adults.

GARDINER S. McMULLAN
COMMISSIONER

FOUNDED 1644

RAYMOND J. McGRATH
DEPUTY COMMISSIONER

TOWN OF HEMPSTEAD
DEPARTMENT OF PARKS AND RECREATION
TOWN HALL. HEMPSTEAD. N. Y.. 11550
IV 9 5000

Dear Sirs:

Recently the Town of Hempstead's Department of Parks and Recreation sent out a questionnaire to the parents of the handicapped children attending B.O.C.E.S. A copy of the questions and the tabulated results are enclosed.

We in the Town of Hempstead are concerned with the needs of our handicapped children, as can be demonstrated by our fine ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) Program. We are releasing this information, hoping it might aid you in the formulation of future policies and attitudes in your department or district.

Sincerely yours,

Francis T. Purcell
Presiding Supervisor

1974 Survey
of
Recreational Needs of Handicapped Children
in
Nassau County

SYNOPSIS

The Town of Hempstead, Department of Parks and Recreation, ANCHOR office, in cooperation with a committee of concerned citizens and parents of handicapped children, undertook a survey of the year-round recreational needs and wants of parents with handicapped children.

In the Spring of 1974, 2300 questionnaires were mailed to the families of handicapped children attending B.O.C.E.S. in Nassau County, of which 563 were returned completed. Fifty seven percent of the respondants' children presently participate in a recreational type program. Out of these 315 children, 192 are currently serviced by the Town of Hempstead.

Attached to this summary sheet, is a complete, sample copy of the questionnaire, along with the correlated, statistical breakdown of the elicited responses. The following is a capsule of some of the salient findings of this survey.

The parents were in accord that:

*Additional recreational programs are needed for all ages.

*Cost of new programs should be jointly funded by the Town, County, School Districts and parents.

*Cost of transportation for recreation programs should be handled by local school districts and program sponsor.

*There is a definite need for a central information agency for recreation activities.

QUESTIONNAIRE

Please answer appropriate questions by circling the letter or number of your choice. Example (a.)

I. IDENTIFICATION

1. Name______________________________

2. Address____________________________

____

3. Age______________

4. Disability:

a) Trainable Retarded 137 - .25%
b) Educable Retarded 63 - .11%
c) Emotionally Disturbed 63 - .11%
TOTAL: 653 d) Brain Injured 159 - .29%
e) Cerebral Palsy 61 - .11%
f) Loss of Sight 24 - .04%
g) Loss of Hearing 40 - .07%
h) Other - specify__________ 95 - .17%
N.R. 11 - .12%

5. a) Ambulatory 343 - .62%
TOTAL: 555 b) Non-Ambulatory 116 - .21%
N.R. 96 - .17%

6. a) Male 314 -.57%
TOTAL:554 b) Female 231 -.42%
N.R. 9 -.02%

7. School Attending:

a) BOCES 492 - .89%
b) Local Public School 37 - .07%
TOTAL: 566 c) Private - specify__________ 3 - .01%
d) Parochial - specify__________ 0 - .00%
e) Other - specify__________ 33 - .06%
N.R. 1 - .00%

II. HOW IS YOUR CHILD SERVICED?

1. Is your child presently participating in a recreational type program?
( )Yes 315 - .57%
TOTAL: 557 ( )No 233 - .42%
N.R. 9 - .02%
If no, turn to page 3 and answer appropriate questions.

2. Who is providing this program:

a) BOCES 88 - .16%
b) Local Public School 14 - .03%
TOTAL: 600 c) County of Nassau 15 - .03%
d) Town of Hempstead 192 - .35%
e) Local Village 11 - .02%
f) Agency 37 - .07%
g) Church 9 - .02%
N.R. 234 - .42%

3. What type extracurricular program(s) is your child enrolled in?

a) Recreational 269 - .49%
b) Vocational 27 - .05%
TOTAL: 573 c) Rehabilative 18 - .03%
d) None 65 - .12%
N.R. 194 - .35%

4. What form of program does your child participate in?

a) Athletic 119 - .21%
TOTAL: 773 b) Arts & Crafts 101 - .18%
c) Cultural Arts 38 - .07%
d) Field Trips, etc. 100 - .18%
e) All of the above 187 - .34%
If other, include in additional comments at end.
N.R. 228 - .41%

5. When is this program offered?

A. 1) Fall 79 - .14%
TOTAL: 740 2) Winter 88 - .16%
3) Spring 81 - .15%
4) Summer 43 - .08%
5) All of the above 216 - .39%
N.R. 233 - .42%
B. 1) Mornings 81 - .15%
TOTAL:648 2) Afternoons (after school) 172 - .31%
3) Evenings 62 - .11%
N.R. 333 - .60%
C. 1) Weekdays 173 - .31%
TOTAL: 633 2) Weekends 198 - .36%
262 - .47%

6. Who funds programs?

a) Parents 41 - .07%
TOTAL:625 b) Agency 5 - .0423%
c) Local School District 44 - .08%
d) County of Nassau 35 - .46%
e) Town of Hempstead 195 - .37%
f) Other - specify 47 - .08%
N.R. 240 - .43%

7. How is your child transported to program?

A. Transportation arranged by self:

TOTAL:208
1) Private automobile (self or other) 125 - .23%
2) Taxi 3 - .01%
3) Public transportation 80 - .14%

B. Bus transportation arranged by program:

TOTAL:301
1) Door to door pick up 124 - .22%
2) Centralized pick up points (i.e. one pick up in village) 38 - .07%
3) Localized pick up points (i.e. many pick up points in village) 139 - .25%

C. Is transportation a problem?
( )Yes 83 - .15%
( )No 258 - .47%
N.R. 187 - .34%

8. Who handles the cost of transportation?

TOTAL:378
a) Parents 79 - .14%
b) Subsidized through local school districts 65 - .12%
c) County of Nassau 38 - .07%
d) Town of Hempstead 178 - .32%
e) Agency 4 - .01%
f) Other - specify 14 - .03%

III. PROBLEMS & ATTITUDES

1. Are architectural barriers (curbs, stairs, etc.) a problem for your child?

TOTAL:554
( )Yes 42 - .08%
( )No 493 - .89%
N.R. 19 - .03%

2. If programs were provided, would you want your child:

TOTAL:654
a) To be integrated with childred with other disabilities 45 - .08%
b) Grouped with children of the same disability 118 - .21%
c) Placed with non-disabled children 105 - .19%
d) Placed according to functioning ability 363 - .66%
N.R. 23 - .04%

IV. PROGRAM NEEDS

1. Additional recreational programs are needed for:

TOTAL:627
a) Pre-school 30 - .05%
b) 6 - 9 56 - .10%
c) 10 - 15 86 - .16%
d) 16 - 21 65 - .12%
e) 20 & Over 60 - .11%
f) All of the Above 205 - .37%
N.R. 125 - .23%

2. If pre-school programs are initiated, they should begin at:

TOTAL: 563
a) Age 3 110 - .20%
b) Age 4 74 - .13%
c) As soon as possible 248 - .45%
N.R. 131 - .24%

3. What type of programs would you be interested in for your child?

a) Athletics (i.e. swimming, bowling, basketball, etc.) 410 - .74%
b) Cultural Arts (i.e. dramatics, dance, music, etc.) 250 - .45%
c) Vocational (i.e. job training) 240 - .43%
TOTAL: 1320 d) "Rap" Sessions 89 - .16%
e) Home Economics, etc. 122 - .22%
f) Sleep-away 145 - .26%
g) Other - specify____________________ 38 - .07%
N.R. 26 - .05%

4. Who should handle the cost for these programs (excluding transportation costs)?

a) Town of Hempstead 81 - .15%
b) Local School Districts 45 - .08%
TOTAL: 643 c) County of Nassau 130 - .23%
d) All of the above 214 - .39%
e) a, b, or c and parents 147 - .27%
f) Parents only 3 - .01%
N.R. 23 - .04%

5. Who should handle cost of transportation?

a) Parents 25 - .05%
TOTAL: 572 b) Program sponsor 82 - .15%
c) Both 83 - .15%
d) Program sponsor and local school district 315 - .63%
N.R. 31 - .06%

6. If new programs were implemented (disregarding location) how should transportation be handled?

a) Parents - making their own arrangements 15 - .03%
TOTAL: 610 b) Bus transportation door to door 272 - .49%
c) Bus transportation centralized pick up (i.e. one pick up point in village) 75 - .14%
d) Bus transportation localized pick up points (i.e. many pick up points in village) 223 - .40%
N.R. 25 - .05%

7. Where should new programs be started?

a) In the school where the child is presently attending 104 - .19%
TOTAL: 661 b) The school closest to your home 113 - .20%
c) At one master location in the township 66 - .12%
d) At parks or facility close to home 174 - .31%
e) All of the above 152 - .27%
f) Other - specify____________________ 15 - .03%
N.R. 37 - .07%

8. Would you be interested in a "Buddy System" for the homebound?

TOTAL: 554 a) Very much in favor of 304 - .55%
b) Against 80 - .14%
N.R. 170 - .31%

9. Recreational programs should be opened to every handicapped dhild who wishes to belong who will benefit from a recreation program.

( )Agree 539 - .97%
TOTAL: 555 ( )Disagree 4 - .01%
N.R. 12 - .02%

10. When would you like to see these new program(s) offered?

1. a) Mornings 74 - .13%
TOTAL: 661 b) Afternoons (after school) 371 - .67%
c) Evenings 129 - .23%
N.R. 87 - .16%

2. a) Fall 33 - .16%
b) Winter 29 - .05%
TOTAL: 631 c) Spring 37 - .07%
d) Summer 69 - .12%
e) All of the above 431 - .78%
N.R. 32 - .06%

3. a) Weekdays 313 - .56%
TOTAL: 685 b) Weekends 281 - .51%
N.R. 91 - .16%

11. Do you feel there is a need for a central information agency for recreational activities?

( )Yes 503 - .91%
TOTAL: 556 ( )No 33 - .06%
20 - .04%

12. If yes, who should handle this responsibility?

a) State 93 - .17%
b) County of Nassau 257 - .46%
TOTAL: 707 c) Town of Hempstead 205 - .37%
d) Village 46 - .08%
e) Agency 20 - .04%
f) Other - specify 21 - .04%
N.R. 65 - .12%

13. Additional comments:

To: ALL ANCHOR STAFF
From: DOUGLAS J. BAYLIS
Date: JUNE 1976
Subject: RULES AND REGULATIONS

I. ADMINISTRATIVE PROCEDURES:

A. ATTENDANCE - STAFF: All staff are required to be punctual. The regulat weekday program working hours are 9:00 - 3:00. Everyone must punch a time clock every morning and afternoon.

Any additional time must be approved by the Supervisor or Assistant Supervisor of ANCHOR.
Bus Supervisors will be advised of their sign in, sign out duties at the orientation before the start of the program.

B. UNIFORMS: All staff are required to wear the ANCHOR staff shirt.

C. LATENESS OR ABSENCE: In the event you will be absent from the program, contact the ANCHOR Office at 431-3900, Ext. 295,296, or 297 as soon as possible. If you are going to be late also call the ANCHOR Office to let us know what time you expect to arrive.

II. RESPONSIBILITIES OF CAMP DIRECTORS:

A. To plan, organize and supervise all activities pertaining to their respective camp.
B. To supervise and utilize all personnel to the utmost of their ability to enhance and insure a worthwhile experience for the children participating.
C. To coordinate with staff all trips to be taken.
D. To handle daily problems with the ultimate goal being the best for the children.
E. To notify the Supervisor of ANCHOR of any problems, serious or otherwise.
F. To notify parents of any problems with their children and to set up parent-group leader meetings where warranted. If termination is the only answer, the Supervisor of ANCHOR should be notified.
G. Notify the Supervisor of ANCHOR or ANCHOR Office when an emergency occurs.
H. To have emergency procedures at your fingertips, at all times, instruct all staff and volunteers of same.
I. To prepare and submit evaluations of staff at program's end.
J. To observe and obey Department of Parks and Recreation regulations at all times.
K. To make sure all staff are in uniform.
L. Sign and make decision of group change requests and notify ANCHOR administrative.

III. DUTIES OF NURSE:

A. To administer first aid to campers, volunteers and staff who require it.
B. To fill out Hartford Insurance Form (Blue and White Form) in case of accident for campers and volunteers and the C25 form for the staff, and return to the ANCHOR Office.
C. To administer medication to only those children who have parent permission slips and doctor's authorization. All others, notify parents that you cannot administer the medication.

IV. GROUP LEADERS:

A. These people are directly responsible for the supervision, safety and welfare of the children assigned to them from the time they arrive until the busses pull away at the end of the day.

B. Supervision and guidance of aides and volunteers.

C. Creativity, leadership and planning for the special needs of the children.

D. Communication is a must among the staff.

E. Cooperation and aiding of specialists when your group is attending their activity.

F. Discussion, as soon as possible of any problem or opinion in philosophy or technique used by a specialist, aide or volunteer.

G. Immediately consulting the respective camp director with any problem which seems too difficult to handle by yourself.

H. The group leader is required to greet his group promptly and take attendance.

I. At all times, the group leaders are required to walk their group to the busses and check to see that each one of their children has boarded the correct bus.

J. Incidental supplies may be requested through the respective camp director and if approved, funds will be available.

K. On trip days the group leaders must see that those children requiring medication receive it on these days according to the direction of the camp nurse.

L. Caution must be exercised on trips in controlling the movement of groups and individuals.

M. Group Leaders are required to hand in evaluative reports on all children at the end of the program. These include the social, physical and mental progress of the children as he/she sees it over that period of time. Evaluations must also be done on aides, specialists and volunteers at the end of each program. A general evaluation on the program is also required.

N. Situation reports are required when an incident warrants one. These may be written when a child's behavior becomes so that the rest of the group is being affected. In the case of a volunteer, one should be written when the volunteer shows extreme immaturity, constant inability to cope with situations or is just not doing the job.

O. Frequent absenteeism of children should be brought to the attention of the camp director. Since there is a large waiting list, another child who will attend more frequently should have that opportunity.

P. Group leaders are responsible in notifying parents of trips your group will be going on.

Q. Approach camp director if you feel group aide is not doing the job.

R. If your trip is returning to Town Hall and parent is late check with Dept. of Safety to see if any calls have been received from parents. If not, call them. If no one is home, call emergency contact. If still no answer, call me at home 825-3485.

What is most important to remember is that the goal of the program is to give the children as much enjoyment as possible and to help fulfill their needs when it is at all possible. Since the group leader is in direct contact with and looked up to most by the children, they hold the key for these goals. You must use good judgement.

V. GROUP AIDES:

A. These people are responsible for assisting their group leader in the supervision and safety of the children assigned to the group in which he/she works.

B. In the event that a group leader has to be away from the group, the group aide takes over the role of the group leader.

C. An aide's creativity should be utlized in the group.
D. Ideas should be discussed with the group leader, and the best judgement should be made.
E. Discuss problems with group leader.
F. Approach camp director if you feel group leader is not doing the job.
G. Evaluations of group leaders must be handed in at the end of each program.

Although the group aide assists the group leader, in many ways you share the group. The group aide should do his/her best to develop good relationships with the children. The children should respect and look up to an aide in the same way he does a group leader. This can only happen if an aide shows some leadership ability.

VI. SPECIALISTS:

A. Specialists are responsible for the supervision of the children assigned to them at one particular period.
B. They are fully responsible for the planning of activities for each period and instructing volunteers as to how to assist the children during the activity.
C. Specialists are considered professionals in their area, so creative planning and organization of activities are essential and expected.
D. Activities should be geared to encourage creativity on the part of the child.
E. Immediately consulting the respective camp director with any problem which seems too difficult to handle by yourself.
F. Specialists are to be prompt at all times for their groups.
G. Specialists must record and turn in volunteer attendance.
H. Specialists are expected to keep track of supplies or materials which they use.
I. Specialists are required to evaluate their aides and volunteers.
J. If a volunteer is not doing the job or constantly shows an inability to cope with situations, a situation report should be written or the center director should be consulted at once.

In order to keep the program running as smoothly as possible, communication among the staff is extremely important. On the part of the specialist this includes: Discussion as soon as possible of any problems or opinions in philosophy or technique used by a group leader, aide or volunteer. This will only benefit the program and the children and add to a more pleasant working atmosphere.

THE MIAMI RECREATION PROGRAMS FOR THE HANDICAPPED MODEL

by Mr. Max R. Forman

Program Overview

This program services mentally and physically handicapped children and adults living with the City of Miami and Metropolitan Dade County, Florida. Most of these participants for this program come from the community, but approximately 25% come from a state institution for the mentally retarded.

The primary activities provided are recreation and leisure programs mixed with community survival skill training, such as programs which deal with community adjustment. These programs operate six days a week, presently from 10 a.m. to 10 p.m. These programs are held in the following types of locations:

1. Park facilities
2. Community schools
3. Group homes
4. Junior college settings

There are approximately 45 staff (the majority of which are part-time) to provide these services. They are called either Recreation Specialists I, II, or III developing their educational background, or Recreation Leaders, developing their work experience.

Staff Summary:

Recreation Specialist I - 3
Recreation Specialist II - 7
Recreation Specialist III - 30
Recreation Leaders - 3

We also use seven staff persons funded through federal programs administered by the City of Miami.

Our total budget is approximately $300,000. One third comes from federal funds, one third comes from grants, and one third comes from the City of Miami General Funds.

The values we hope to develop are those which will give every participant a feeelin of independence, and to develop social skills that will lead to enjoyable use of leisure time.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Miami Recreation Programs for the Handicapped Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Working cooperatively with other agencies to provide services to the handicapped.

Promoting interest in the field of developmental disabilities in education and among physical education college students.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	16 %	$
2. Salaries, part time	25 %	$
3. Other compensations	6 %	$
B. Services-Contractual		
1. Communication	5 %	$
2. Transportation	6 %	$
3. Printing, binding, and advertising	3 %	$
4. Heat, light, power and water	5 %	$
5. Repairs (equipment/ structures	0 %	$
6. Janitorial, cleaning, other services	%	$
provided to us, but funded and accomplished by another division in this department.		
C. Commodities		
1. Supplies	10 %	$
2. Materials	8 %	$
D. Current Charges		
1. Rents	2 %	$
2. Insurance	1 %	$
3. Refund, awards, indemnities	0 %	$
E. Current Obligations		
1. Pensions and retirements	0 %	$
2. Grants and subsidies	0 %	$
3. Taxes	0 %	$
F. Properties		
1. Buildings and improvements	%	$ Mostly handled by other departments
2. Equipment	12 %	$
3. Land	0 %	$
G. Debt Payments	0 %	$
TOTAL	100 %	$ 300,000.00

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$ 100,000
Local school district funds	$ 115,000
Other city agency/department funds	$
County source of funds	$
Special district funds	$ 85,000
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 300.000.00

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	Community Development	50,000	All Handicaps	150
	Federal Revenue Sharing CETA	45,000	All Handicaps	
State	Title XX Fund Adm. by State of Florida	85,000	Mentally Retarded	250
Local	City of Miami General Fund	120,000	All Handicaps	415

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	←Actual Staffing Pattern Present→													←Recommended Staffing Pattern→													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	1	2			2		1				2		1	2	3				3	1	1			2	2	1	0	0
Supervisor (TR Specialist)	1	3			1	3					4			3	6			6	3				6	3			0	2
Leader (TR Worker)*	0	18				11	7			5	6	7		6	12				6	6			2	8	8		0	4
Aide II (TR Technician)	0	12		12											15			5	10			5	10					2
Aide I (TR Assistant)	0	2		2						2				8	16		16	8				16	8					1
Volunteer		5			5				3	2																		3

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant											X	X						X	X	Public Relations
Board Members											X	X						X	X	
Administrator	X	X							X		X	X	X	X	X	X	X	X	X	
Supervisor	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
Leader	X		X	X		X	X	X	X		X	X		X	X	X	X	X	X	
Aide	X					X	X	X			X			X		X		X	X	
Volunteer																				
Other																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X			X
Transportatnion for Participants	X			X
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers		X		
Community attitudinal Barriers		X		
Locating or finding handicapped		X		
Inadequate funding for programs	X			X
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	X		X	

Our efforts in eliminating these problems are as follows.

To begin with, we have coordinated with various departments within the City such as, Public Works, Public Facilities, Property Maintenance, as well as many others, to correct architectural barriers on an in-house process. Working with our Office of Community Development, we are funding projects to eliminate barriers on a much larger scale.

We have developed a program of revamping our medical guidelines and hiring practices concerning the employment of the handicapped. By doing this, many more handicapped individuals have been employed.

In the area of transportation, Dade County has been given the responsibility by the Federal Government of providing for mass transportation. Working with the County Transportation Office, we are making recommendations as to the needs of the handicapped. In addition, new passenger vehicles being purchased for the Programs for the Handicapped are coming equipped with wheelchair lifts and other modifications needed by the handicapped.

Emphasis is being placed on obtaining adequate funding for these recreation programs. Through presentations to our City Commissioners, State Legislatures, and our Congressional Delegation.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		Group served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving		X													
- Swimming - Instructional	X			X	X	X	X			X					
- Swimming - Free	X			X	X	X	X			X					
- Water Sports	X			X	X	X	X			X					
- Water Safety	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Crafts															
- Floral Crafts		X													
- Leather Crafts	X			X	X	X	X			X					
- Mechanical Crafts		X													
- Metal Crafts	X						X			X					
- Paper Crafts	X			X	X	X	X			X					
- Wood Crafts	X			X	X	X	X			X					
- Handicrafts	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Cultural/Ethnic															
- Festival	X						X			X					
- Exhibits/Demonstrations	X						X			X					
- Other: ________															
- Other: ________															
Arts-Graphics															
- Art Appreciation	X			X	X	X	X					X			
- Art exhibit-shows	X					X	X					X			
- Drawing	X			X	X	X	X				X				
- Painting	X			X	X	X	X			X					
- Photography	X					X	X				X				
- Sculpture	X					X	X				X				
- Other: ________															
- Other: ________															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet		X													
- Ethic		X													
- Folk	X						X			X					
- Modern	X					X	X	X			X				
- Record Dance	X			X	X	X	X			X					
- Social	X				X	X	X				X				
- Square	X						X			X					
- Other: ________															
- Other: ________															
Drama															
- Children's Theater	X				X	X					X				
- Community Theater	X				X	X					X				
- Creative Character		X													
- Pageants	X			X	X				X						
- Readings - Poetry/Prose	X			X	X	X	X	X	X						
- Stage Craft	X					X	X					X			
- Puppetry		X													
- Radio/TV		X													
- Talent Shows	X						X				X				
- Other: ________															
- Other: ________															
Career Education/Guidance															
- Community Based Recreation	X		X	X	X	X	X		X						
- Leisure Entertainment and Enterprises	X		X	X	X	X	X		X						
- Resource Based Recreation	X		X	X	X	X	X		X						
- Tourism and Hospitality	X		X	X	X	X	X								
- Career Guidance		X													
- Career Placement		X													
- Other: ________															
- Other: ________															
Collecting and Hobbies															
- Collecting															
- Hobbies															
- Other: ________															
- Other: ________															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X			X	X	X	X			X					
- Communication Skills	X			X	X	X	X			X					
- Cooking Skills	X			X	X	X	X			X					
- Grooming/Hygiene	X			X	X	X	X			X					
- Sex Education	X			X	X	X	X			X					
- Shopping Skills	X			X	X	X	X			X					
- Time Skills	X			X	X	X	X			X					
- Travel Skills	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Entertainment															
- Radio	X			X	X	X	X			X					
- TV	X			X	X	X	X			X					
- Theater	X			X	X	X	X			X					
- Sport in Event	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Fitness															
- Exercise Program	X			X	X	X	X			X					
- Weight Program	X			X	X	X	X			X					
- Jogging	X			X	X	X	X			X					
- Mobility Training	X			X	X	X	X			X					
- Gymnastics	X			X	X	X	X					X			
- Other: ________															
- Other: ________															
Games															
- Card Games	X			X	X	X	X			X					
- Board Games	X			X	X	X	X			X					
- Puzzles	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Leisure Education															
- Skills Classes	X			X	X	X	X				X				
- Leisure Education Classes	X			X	X	X	X				X				
- Survey Community Resources	X			X	X	X	X						X		
- Other: ________															
- Other: ________															

	Currently Offer this Program/Activity		Group served by Project/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment	X			X	X	X	X				X				
- Placement	X			X	X	X	X				X				
- Follow-up	X			X	X	X	X					X			
- Other: ________															
- Other: ________															
Mental/Literary															
- Discussion Groups	X			X	X	X	X			X					
- Creative Writing	X			X	X	X	X			X					
- Reading	X			X	X	X	X			X					
- Correspondence	X			X	X	X	X			X					
- Other: ________															
- Other: ________															
Music															
- Choral Groups	X			X	X	X	X						X		
- Instrumental Groups	X			X	X	X	X					X			
- Music Appreciation	X			X	X	X	X				X				
- Festivals	X			X	X	X	X					X			
- Lessons	X			X	X	X	X				X				
- Singing	X			X	X	X	X				X				
- Talent Shows	X			X	X	X	X				X				
Outdoor Recreation															
- Boating	X			X	X	X						X			
- Camping	X			X	X	X						X			
- Fishing	X			X	X	X					X				
- Gardening	X			X	X	X				X					
- Horticulture	X			X	X	X				X					
- Hiking/Backpacking	X			X	X	X						X			
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education	X			X	X	X				X					
- Nature Studies	X			X	X	X				X					
- Other: ________															
- Other: ________															

Some improved financing has occurred, but until priorities have been re-established, indicating the need for leisure services and their importance, we will always have a financial problem.

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed.

1. Recreation Centers
2. Track and Field Facilities
3. Nature Parks
4. Pools
5. Tennis Courts
6. Boxing Gym

Primary facilities owned, controlled or directed by public agencies.

1. Community Schools
2. Community Colleges
3. State Institutions
4. Public Auditoriums
5. Fine art centers (Ballet, opera, symphony)
6. University Facilities

Primary facilities privately owned, controlled or directed.

1. Bowling Alleys
2. Theaters
3. Roller Skating Rinks
4. Banks
5. Supermarkets, post offices, etc.

Assessment/Evaluation/Accountabilty

The procedures we use for assessment, evaluation and accountability are reported below.

1. Behavioral Characteristics Progression
2. Our own forms
3. Evaluations on our programs made by State Agencies, (Retardation Program Office)
4. Fiscal Evaluation by our Management Services Department

City of Miami, Florida

DEPARTMENT OF PARKS AND RECREATION

RECREATION PROGRAMS FOR THE HANDICAPPED

RATIONALE FOR PROGRAMS FOR THE HANDICAPPED

Albert H. Howard, Director
Department of Parks and Recreation

Robert L. Heggy
Assistant Director for Recreation

Max R. Forman, Coordinator
Recreation Programs for the Handicapped

City of Miami, Florida

As part of the team for our handicapped program the Department of Parks and Recreation looks to you to carry out the policies set forth in the operation of the recreation handicapped program.

Leadership in the City of Miami's handicapped program and the actual program itself is a second to none. You are indeed involved with a fine concept serving a basic need where services are limited. As you go through this rationale bear in mind that these policies must be carried out with dedication, unselfishness and a love for our fellow man. The rationale itself is a guideline to analyze the needs which you as a Recreation Leader must accomplish. The actual and practical application of the rationale becomes a personal contribution on the part of each and every individual working this program.

The policy as set forth is a good one. We now look to you to expedite this program, improve the social well-being of our participants, and create for them the satisfaction in the enjoyment of their leisure time.

Albert H. Howard

Albert H. Howard
Director

City of Miami, Florida

The City of Miami Department of Parks and Recreation, through its Handicapped section, within the Recreation Division, desires to provide a wholesome program adapted to the limitations of its clients. We are not concerned with providing a physiotherapy program, although, secondary outcomes might include a physical improvement, but rather an actual leisure-time experience which is pleasant, enjoyable, and active within the limits of each individual's desirability.

Therefore, the aim of our program is to help this person take his place in the social and economical world as a citizen who is respected for his general qualities and capabilities. In a recreation setting, which is friendly and informal, the handicapped person, regardless of his disability, is given an opportunity for the fullest development of his physical, social, and economic potentialities.

Our goals and objectives can only be achieved through competent leadership and a diversified recreation program suited to interests, capacities and limitations of handicapped individuals of all ages who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general program. Hopefully, through our program, all clients will learn how they can earn their place as a member of our society, not trading on their disability, but utilizing their abilities.

We look to you, the trained and dedicated leader, to achieve the high standards set forth by the Recreation Program Coordinator for the Handicapped. With best wishes for a most successful and rewarding venture, I remain

Robert L. Heggy
Robert L. Heggy
Assistant Director

ACKNOWLEDGEMENT

We wish to thank Mrs. Frances A. Forman, Director, Town of Islip Program for Exceptional Children, Islip, New York, for her help and encouragement in developing this Rationale. . . . .

The development of a philosophy of leisure time and its proper utilization is a vitally important aspect of a therapeutiic recreation program. Presently, many handicapped citizens expend wasted energy and efforts in idle time activities---resulting in frustration and a sense of uselessness. It becomes our responsibility to provide these citizens the necessary training, through which we can channel their energies and efforts into a more fruitful utilization of their free time. This would bring about a sense of achievement. This feeling of achievement is necessary if we desire a change of mental attitudes. As the mental attitude is enhanced and reinforced, so is the self concept and self image of the individual.

Presently, a selected few who are not handicapped by their disablement or impairment, will be physically able to participate in such activities as swimming, sporting events, or other similar social events.

We feel that we must gear our planning of activities around a more realistic social program as a form of recreation and desirable outlets of their emotions. Many of our handicapped citizens react in a hostile manner because they lack the knowledge of ways to release these pent-up emotions. This social program must include three major goals which are:

A. Unlearning
B. Relearning
C. Transfer of feelings

The handicapped person has not only been rejected by society and peer groups, but in many instances, by the family itself. The most important ingredient of emotional development is missing---LOVE. Remove this vital emotion, and the feelings of rejection, distrusting frustation automatically develop. It is of little wonder that the handicapped individual reacts in a hostile manner when he is fighting to survive. We must, therefore, develop a proper rapport between the leader and individual whereby he develops a feeling of security and being wanted.

These two developments are necessary if we are to reteach the handicapped person about himself and the society in which he must learn. The younger a child is when he enters our program, the higher the percentage of success.

The transfer of feelings, after or during relearning, depends upon the rapport established by the leader whose own philosophy must be child centered. The sensitive leader must not misinterpret hostile outbursts as discipline problems, but recognize that this is the only way this child knows how to vent his feelings. It now becomes the responsibility of the leader to be able to differentiate between discipline outbreaks and those of frustrations.

To establish the need of a sound therapeutic recreation program, we should: Provide planned and supervised activities designed to help meet specific, individual, personal, and therapeutic needs in self expression, social interaction, and entertainment. Develop skills and interests leading to enjoyable and satisfying use of leisure time. Improve socialization and increase interaction with other community residents. (National Association for Retarded Citizens, 1973). To accomplish this feat, we must involve activities that have carry-over value. The need has been established; now the development of a program to meet these needs must be designed. This involves developing a curriculum that is broad in scope so as to offer a wide range of activities and opportunities.

The curriculum is the concrete expression of our philosophy of leisure time for the handicapped person. It is the development of our general aims and objectives; the goals that we hope are achieved by the individuals. It is the product of a "team approach" of the dedicated teachers, aides, volunteers, and administrators in guiding the individual to his latent potential. We recognize that curriculum developments limited to merely making individuals acquainted with, or skilled in new activities will not be adequate. Knowledge is only a part---the establishment of a mental attitude which accepts leisure as a means of: (1) Creative achievement. (2) Social contribution and fulfillment of personal satisfactions. (3) A cultivation of better selections of activities, and most important---the growth of social attitudes. This curriculum and the implementation will foster the opportunity for the individual to motivate himself to grow emotionally, socially, physically, and intellectually. This curriculum can be compared to a thermometer: the more a child becomes excited about the program, the higher the degree of attainment. With handicapped individuals, the deviation is a matter of degree and not one of a kind.

The word "handicap" has been utilized in many sporting events. A golfer with an 18 handicap means that he is shooting 18 strokes over par. Does this make the golfer retarded in the game of golf? No, it simply means that he isn't playing par golf. So it goes with the retarded citizen; he is playing in the game of life with a handicap---a deviation from the norm. A golfer with a handicap of 18 realizes he must analyze his game, find his strengths and improve his areas of weaknesses. To improve his game he must have the opportunity, time, equipment, space, practice, self-motivation, a trained golfer to correct his errors, and most important of all---enjoyment of the game. He must also be able to socialize and integrate with his peer group, especially at the 19th hole.

When a handicapped person gets out into the mainstream of society, he must follow the same procedures as outlined above for the golfer who wants to improve his game.

THE BALTIMORE RECREATIONAL SERVICES FOR THE HANDICAPPED MODEL

by Ms. Doris S. Samuels

Program Overview

Who served, how many and geographic area: Handicapped citizens of the city of Baltimore, beginning at four years of age are served in a year round program. Participants are referred by public and private agencies, hospitals, schools and institutions working for and with the handicapped, physicians and other interested professionals and laymen. Program is modified to meet the needs and abilities of children and adults with the following handicaps: mental retardation, neurological disturbance, visual impairment, total blindness, hearing impairment, total deafness, residual handicaps resulting from: stroke, multiple sclerosis, accident, cerebral palsy, polio, muscular dystrophy, and congenital multiple handicaps.

Primary activities provided: Primary activities provided are athletics for both wheelchair bound as well as ambulatory participants including baseball, touch football, volleyball, basketball, tumbling, active games; arts and crafts--stonette, oils and water colors, jewelry, crayon, yarn and wool craft, quilling, etc.; music, cooking, needlework, sedentary games, braille games, "socializing"; a seven week outdoor camping program is offered during the months of July and August including all of the above activities as well as swimming, hiking, etc.

Primary facilities used: On-going program is conducted in a two room building surrounded by spacious playing fields and the camp, "Camp Variety", occupies a city owned property, formerly an army post.

Staffing (number and titles): Supervisor of Recreational Services for the handicapped, Senior Center Director, one full-time Recreation Leader, three Recreation Leaders-each working thirty-five hours or more each week., seven part-time Recreation Workers-each work between fifteen and thirty hours each week, one full-time Chauffeur, one Arts and Crafts Specialist, one Music Specialist.

Total budget and primary sources of support: The budget for the Ongoing Program is $115,000 and for the Summer Camping Program $97,000. The primary source of support comes from the City's general funds supplemented by Title XX Federal Funds.

Values and goals achieved through the program: Recreational and social outlet for handicapped children and adults with incidental learning experiences.

Self confidence and a sense of "belonging" through achievement.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Baltimore Recreational Services for the Handicapped Model place very high priority on the following special views in regard to community recreation prgrams and services for the handicapped.

The philosophy adhered to by this department is to provide recreation for handicapped children and adults without condescension, to integrate participants via recreation into the mainstream of life and to provide a vehicle whereby participants may achieve the maximum degree of self-confidence and self-respect through achievement.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	18 %	$
2. Salaries, part time	45 %	$
3. Other compensations	%	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	%	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	5 %	$
5. Repairs (equipment/ structures	10 %	$
6. Janitorial, cleaning, other services	5 %	$
C. Commodities		
1. Supplies	17 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	0 %	$
2. Insurance	0 %	$
3. Refund, awards, indemnities	0 %	$
E. Current Obligations		
1. Pensions and retirements	0 %	$
2. Grants and subsidies	0 %	$
3. Taxes	0 %	$
F. Properties		
1. Buildings and improvements	0 %	$
2. Equipment	0 %	$
3. Land	0 %	$
G. Debt Payments	0 %	$
TOTAL	2.65 %	$ 212.000.00

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds		$ 212,000.00
Local school district funds		$
Other city agency/department funds		$
County source of funds		$
Special district funds		$
State grants		$
Federal grants	XX	$ Supplemental-based on eligibility
Contributions, donations		$
Concessions		$
Fees & Charges		$
Other		$
TOTAL		$ 212,000.00

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	Title XX-Supplemental			
Local	City-General Funds			

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

Job Descriptions	⟵ Actual Staffing Pattern Present ⟶													⟵ Recommended Staffing Pattern ⟶													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant	0													14	6			16	4					10	3	7	3	
Administrator	1					1							1															
Supervisor (TR Specialist)	1					1							1															
Leader (TR Worker)	4			3	1						3	1	1															
Aide II (TR Technician)	8			8						5		3																
Aide I (TR Assistant)																												
Volunteer																												

Training

Orientation of staff is done "on the job" and all staff are required to become as pro-efficient as possible in the various recreational media utilized.

Physical and attitudinal barriers are dealt with--physical barriers are more easily overcome than attitudinal barriers in a community where myth and distorted information for the handicapped prevail.

Safety and first aid procedures are adhered to and one member of our staff has had two years of nursing education.

We have the following recommendations for training.

1. There is a need for a concentrated educational drive aimed at the "normal" population of any community.
2. Sufficient funding to conduct formal leadership training seminars and to procure special equipment needed to enhance programs.

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Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X		X	
Transportation for participants	X		X	
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers	X		Partially	
Community attitudinal Barriers	X		Partially	
Locating or finding handicapped		X		
Inadequate funding for programs	X			X
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service		X		

Our efforts in eliminating these problems are as follows.

1. Architectural Barriers: Architectural barriers throughout the City of Baltimore are being studied by an ad hoc committee emanating from the Department of Vocational Rehabilitation and steps are being taken to ameliorate prevailing unsatisfactory conditions.
2. Transportation: This is provided for all participants by three buses, one of which was provided by the City of Baltimore, the other two by a private organization.
3. Insurance: Insurance for staff participants is not required by the city.
4. Staff and Indirect Barriers: Staff is inadequate numerically because of insufficient funding.
5. Community attitudinal barriers: These are prevalent and we along with other agencies are continually and continuously endeavoring to eliminate them.
6. Locating and Finding Handicapped: This is no problem; they locate us to the degree that there are waiting lists for all programs.
7. Inadequate Funding for Programs: Woefully inadequate.
8. Training of Staff: To serve the handicapped is no problem; "on the job training" is carried out throughout the program year and stringently supervised.
9. Employment of Handicapped in Recreation and Leisure Service: In this department this is done whenever possible. At the present time nine handicapped people have been employed for summer camp and five are working in our ongoing program.

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed.

1. Small recreation center consisting of one and a half rooms; kitchen; lavatories; and an office surrounded by large playing fields.

Primary facilities owned, controlled or directed by public agencies.

1. Portion of Army camp site leased by city during summer months for camping services consisting of building, fields and swimming pool.

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Personnel: Staff meetings wherein staff is encouraged to assess, evaluate, and offer constructive criticism.
2. Program: "Open Door Policy" for participants and their families.
3. Technical advsiory committee: Meets quarterly to assess, evaluate, and assist, comprised of agency heads, social service workers, educators, physicians, public health officials working with and for the handicapped.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving		X													
- Swimming - Instructional		X													
- Swimming - Free	X		X	X	X	X				X					
- Water Sports															
- Water Safety															
- Other:															
- Other:															
Crafts															
- Floral Crafts	X		X	X	X	X	X	X	X						
- Leather Crafts		X													
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X		X	X	X	X	X	X	X						
- Wood Crafts		X													
- Handicrafts	X		X	X	X	X	X	X	X						
- Other:															
- Other:															
Cultural/Ethnic															
- Festival	X		X	X	X	X	X	X	X						
- Exhibits/Demonstrations	X		X	X	X	X	X	X	X						
- Other:															
- Other:															
Arts-Graphics															
- Art Appreciation		X													
- Art exhibit-shows		X													
- Drawing	X		X	X	X	X	X	X	X						
- Painting	X		X	X	X	X	X	X	X						
- Photography		X													
- Sculpture	X		X	X	X	X	X	X	X						
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group served by program/ activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet		X													
- Ethic		X													
- Folk		X													
- Modern	X			X	X						X				
- Record Dance	X			X	X	X	X	X			X				
- Social	X			X	X	X	X	X			X				
- Square		X													
- Other:															
- Other:															
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows	X		X	X	X	X					X				
- Other:															
- Other:															
Career Education/Guidance															
- Community Based Recreation		X													
- Leisure Entertainment and Enterprises		X													
- Resource Based Recreation		X													
- Tourism and Hospitality		X													
- Career Guidance		X													
- Career Placement		X													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting		X													
- Hobbies		X													
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group served by program/activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills		X													
- Communication Skills		X													
- Cooking Skills	X			X	X	X	X				X				
- Grooming/Hygiene	X			X	X	X					X				
- Sex Education		X													
- Shopping Skills	X				X	X	X					X			
- Time Skills		X													
- Travel Skills		X													
- Other:															
- Other:															
Entertainment															
- Radio		X													
- TV		X													
- Theater		X													
- Sport in Event	X		X	X	X	X						X			
- Other:															
- Other:															
Fitness															
- Exercise Program	X					X					X				
- Weight Program		X													
- Jogging		X													
- Mobility Training		X													
- Gymnastics	X			X	X						X				
- Other:															
- Other:															
Games															
- Card Games	X		X	X	X	X	X	X		X	X				
- Board Games	X		X	X	X	X					X				
- Puzzles	X		X	X							X				
- Other: Braille Games	X			X	X	X	X	X			X				
- Other:															
Leisure Education															
- Skills Classes	X		X	X	X	X	X	X			X				
- Leisure Education Classes		X													
- Survey Community Resources		X													
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group served by program/activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other As needed		
Leisure Settlement (counseling, Guidance															
- Assessment		X													
- Placement	X					X	X	X					X		
- Follow-up	X		X	X	X	X	X	X					X		
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	X			X	X	X	X	X			X				
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other:															
- Other:															
Music															
- Choral Groups	X						X	X			X				
- Instrumental Groups		X													
- Music Appreciation		X													
- Festivals		X													
- Lessons		X													
- Singing	X		X	X	X	X	X	X		X	X				
- Talent Shows	X		X	X	X	X	X	X			X	X			
Outdoor Recreation															
- Boating		X													
- Camping		X													
- Fishing		X													
- Gardening	X		X	X	X	X	X	X				X			
- Horticulture		X													
- Hiking/Backpacking	X		X	X	X	X				X	X	X			
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education		X													
- Nature Studies	X		X	X	X	X	X	X				X			
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group served by program/activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other (Whenever necessary)		
Social/Organization															
- Church Groups		X													
- Clubs		X													
- Consumer Groups	X					X	X	X			X				
- Special Interest Groups	X					X	X	X			X				
- Fraternal Organization		X													
- Parties	X		X	X	X	X	X	X			X				
- Picnics	X		X	X	X	X	X	X			X	X			
- Political Groups		X													
- Volunteer Groups		X													
- Other ______															
- Other ______															
Special Events															
- Birthdays	X		X	X	X	X	X	X			X				
- Fairs	X		X	X	X	X	X	X				X			
- Holiday Ceremonies	X		X	X	X	X	X	X					X		
- Other ______															
- Other ______															
Sports, Individual-Competiter															
- Bowling	X		X	X	X	X	X	X		X	X				
- Golf		X													
- Horseshoes	X		X	X	X	X					X				
- Pocket Billiard	X			X	X	X	X	X		X					
- Table Tennis		X													
- Tennis		X													
- Track & Field	X		X	X	X	X	X	X		X	X				
- Wrestling	X		X	X	X	X				X	X				
Sports, Individual Non-Competitive															
- Archery		X													
- Bicycling		X													
- Horseback Riding		X													
- Ice Skating		X													
- Rifelry		X													
- Rollar Skating	X			X	X	X					X				
- Winter Sports		X													

	Currently Offer this Program/Activity		Group served by program/activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other (at desired intervals)		
Sports, Team - Competitive															
- Baseball	X		X	X	X	X				X					
- Basketball	X		X	X	X	X				X					
- Football	X		X	X	X	X				X					
- Field Hockey	X		X	X	X	X				X					
- Soccer	X		X	X	X	X				X					
- Softball	X		X	X	X	X				X					
- Volleyball	X		X	X	X	X				X					
- Other ______															
- Other ______															
Tourism and Travel															
- Outings	X		X	X	X	X	X	X			X	X			
- Hosteling		X													
- Out-of-state Travel		X													
- International Travel		X													
- Special Olympics	X		X	X	X	X						X			
- Other ______															
- Other ______															
Voluntary Service															
- Leisure Leader Activities		X													
- Community Activities	X		X	X	X	X	X	X					X		
- Teacher/Tudor		X													
- Conversing	X		X	X	X	X	X	X					X		
- Other ______															
- Other ______															

Bureau of Recreation

Recreation for the Handicapped

RECREATION PROGRAM FOR THE HANDICAPPED

SPONSORED BY THE BALTIMORE CITY BUREAU OF RECREATION

The Baltimore City Bureau of Recreation, Division of Recreational Services to the Handicapped serves the citizenry of Baltimore who are physically, mentally, and emotionally handicapped from two to ninety years of age. This division also recognizes severe financial and social deprivation as a handicap; therefore, a large segment of people included in this category is also served.

1) Physically Handicapped Children who attend the Special Education Public Schools in Baltimore are picked up at school three afternoons each week and taken to recreation centers for the programs. The nature of their handicaps: visual impairment, hearing impairment, orthopedic handicaps, multiple handicaps.

   The following programs are prepared, modified to the physical abilities of the children. Gym programs including softball, football, basketball, and hockey. Many of the children participate in wheel chairs.. Quiet games, arts and crafts, music and dancing (some children dance in wheel chairs.)

2) Retarded Children who attend the public and parochial schools in the area are picked up and taken to recreation programs which include gym and athletic activities, swimming, music, games, arts and crafts. When mastered, these activities give the children a sense of achievement.

3) Physically Handicapped Adults including visually impaired and total blind, hearing impaired and total deaf, and orthopedically handicapped people who meet weekly for sewing, and other needle arts, and community service projects.

4) Mentally Ill Adults are bussed in from local hospitals to join with mentally ill foster care homes in the community for a social evening including singing and dancing with a "live" orchestra. Refreshments are also served.

5) Adult Blind people meet for dinner, discussion group, choral singing group and general hilarity. This group also performs community services.

6) Program at Maryland Workshop for the Blind for boys 8 to 14 years. Athletics, hiking and sedentary games.

7) Federation Blind Bowlers each Saturday morning from 10am to 12 noon at Lafayette Bowling Alley, Lafayette and Bentalou Avenues.

Referral sources:

1) Greater Baltimore Medical Center
2) Provident - Druid Youth and Child Development Center
3) St. Veronica's Church of Cherry Hill
4) Provident Health Center
5) William S. Baer School for Handicapped Children
6) Department of Special Education - Baltimore City Public Schools that Serve Mentally Retarded Children
7) St. Elizabeth, St. Francis, and other parochial schools for the Retarded
8) Maryland School for the Blind
9) Baltimore Association for Retarded Citizens
10) Blind Industries and Services (formerly known as Maryland Workshop for the Blind)
11) Baltimore League for Crippled Children
12) Baltimore City Hospitals
13) Department of Social Services
14) Maryland Rehabilitation Services
15) Crownsville State Hospital and other State Hospitals for the Mentally Ill
16) Rosewood State Hospital
17) Private organizations, social workers, and parents and relatives of Handicapped children.

THE LOS ANGELES COUNTY PARKS AND RECREATION MODEL

by Ms. Rochelle Swanson

Program Overview

Who served, how many and geographic area: The Rehabilitation Unit serves all types of disabilities within the geographical boundaries of the County on a request basis. Requests are considered from schools, parent groups, voluntary health organizations, and other leisure services agencies.

Primary activities provided: Activities provided include music, drama, sports, camping, motor development, arts and crafts, swimming, behaviour modification, and leisure skills.

Primary facilities used: The primary usage sites are County parks; however, hospitals, bowling alleys, and recreation facilities owned by other agencies are utilized.

Staffing (number and titles): The Unit currently has one Recreation Specialist III, two Recreation Specialist II's, and one Recreation Specialist I. Additional staff includes 30 Recreation Specialist Aides.

Total budget and primary sources of support: The total budget comes from the general tax fund, although alternatives and contractual agreements are being explored. For FY 1975-'76, the Unit budget for salaries is approximately $150,000. All other costs are included in the general County overhead (approximately 27.1%).

Values and goals achieved through the program: The primary values and goals pursued are leisure skills, mainstreaming, increased self esteem, and normalization. The staff is heavily involved in the development of training materials and cooperation among public leisure agencies withing the 79 cities of Los Angeles County.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	40 %	$
2. Salaries, part time	60 %	$
3. Other compensations	%	$
B. Services-Contractual **		
1. Communication	%	$
2. Transportation	%	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
C. Commodities **		
1. Supplies	%	$
2. Materials	%	$
D. Current Charges **		
1. Rents	%	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$
E. Current Obligations **		
1. Pensions and retirements	%	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties **		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments **	%	$
TOTAL	1 %	$ 18,000.00

**All these costs from other funds (county overhead)

*Includes parks, golf courses, construction, planning, maintenance program.

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds $

Local school district funds $

Other city agency/department funds $

County source of funds $ 150,000

Special district funds $

State grants $

Federal grants $

Contributions, donations $

Concessions $

Fees & Charges $

Other $

TOTAL $ 150,000

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	Community Development Funds	$240,000	Architectural barrier removal program	Approximately 800,000
County	Tax funds	$150,000	As previously mentioned	Approximately 6,500

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicappe Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	1			1								1		1						1						1		
Supervisor (TR Specialist)	3					1	2					3		7					4	3		1	2	2	2			
Leader (TR Worker)		30		5	9	14	2		4	6	5	12	3		30		5	9	14	2		4	6	5	12	3		7
Aide II (TR Technician)																												
Aide I (TR Assistant)																												
Volunteer		75	24	20	20	10	1		60	10	5				200	50	50	65	30	5		50	50	50	50			

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In) Behavior Modification	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In) Behavior Modification
Consultant																				
Board Members																				
Administrator	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X
Supervisor	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Leader	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Aide																				
Volunteer	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other______																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural barriers	X		X	
Transportation for participants	X			X
Insurance for staff participants, volunteers		X		
Staff and indirect barriers	X			X
Community attitudinal barriers	X			X
Locating or finding handicapped	X			X
Inadequate funding for programs	X			X
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	X			X

Our efforts in eliminating these problems are as follows.

Community Development Funds totaling $240,000 were obtained to remove architectural barriers in over 100 county parks. This figure also includes the purchase and installation of accessible equipment in play areas.

Transportation problems have been solved in only one program, that for autistic children, through cooperative efforts with the Regional Centers for the Developmentally Disabled.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Aquatics															
- Life Saving		X													
- Swimming - Instructional	X			X	X	X				X			X		
- Swimming - Free	X		X	X	X	X	X	X					X		
- Water Sports		X													
- Water Safety	X		X	X	X	X	X	X					X		
- Other: Diving	X			X	X	X							X		
- Other: Skin Diving	X				X	X				X					
Crafts															
- Floral Crafts	X			X	X	X	X							X	
- Leather Crafts	X				X	X								X	
- Mechanical Crafts	X				X	X								X	
- Metal Crafts		X													
- Paper Crafts	X		X	X	X	X	X	X		X					
- Wood Crafts	X			X	X	X				X					
- Handicrafts	X		X	X	X	X	X	X		X					
- Other: Copper enameling	X				X	X	X							X	
- Other:															
Cultural/Ethnic															
- Festival	X		X	X	X	X	X	X				X			
- Exhibits/Demonstrations	X		X	X	X	X	X	X						X	
- Other:															
- Other:															
Arts-Graphics															
- Art Appreciation		X													
- Art exhibit-shows	X			X	X	X	X	X						X	
- Drawing	X		X	X	X	X	X	X		X					
- Painting	X		X	X	X	X	X	X		X					
- Photography		X													
- Sculpture	X				X	X						X			
- Other: Ceramics	X			X	X	X					X				
- Other:															

	Currently offer this program/activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Dance															
- Ballet	X			X	X	X								X	
- Ethic	X			X	X	X	X				X				
- Folk	X			X	X	X	X	X			X				
- Modern	X			X	X	X								X	
- Record Dance	X				X	X	X				X				
- Social	X				X	X	X				X				
- Square	X			X	X	X	X	X			X				
- Other:															
- Other:															
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character	X		X	X	X	X	X	X			X				
- Pageants	X		X	X	X	X	X	X				X			
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry	X		X	X	X	X	X	X			X				
- Radio/TV		X													
- Talent Shows	X		X	X	X	X	X	X						X	
- Other: ~~Videotape~~	X			X	X	X	X							X	
- Other:															
Career Education/Guidance															
- Community Based Recreation		X													
- Leisure Entertainment and Enterprises		X													
- Resource Based Recreation		X													
- Tourism and Hospitality		X													
- Career Guidance		X													
- Career Placement		X													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting	X		X	X	X	X	X	X						X	
- Hobbies	X			X	X	X	X	X						X	
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Leisure Settlement (counseling, Guidance															
- Assessment		X													
- Placement		X													
- Follow-up		X													
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	X				X	X	X	X			X				
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other:															
- Other:															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation		X													
- Festivals	X		X	X	X	X	X	X				X			
- Lessons		X													
- Singing	X		X	X	X	X	X	X			X		X		
- Talent Shows	X		X	X	X	X	X	X					X	X	
- Orff-Schulwerk	X		X	X	X	X	X	X			X				
Outdoor Recreation															
- Boating	X			X	X	X							X		
- Camping	X			X	X	X	X						X	X	
- Fishing	X			X	X	X	X	X					X	X	
- Gardening	X				X	X				X					
- Horticulture	X				X	X				X					
- Hiking/Backpacking	X			X	X	X							X	X	
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Edvcation	X		X	X	X	X	X	X					X	X	
- Nature Studies	X		X	X	X	X	X	X					X	X	
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Educational Activities															
- Budget/Monetary Skills	X			X	X	X	X	X		X					
- Communication Skills	X		X	X	X	X	X	X	X						
- Cooking Skills	X			X	X	X	X	X			X				
- Grooming/Hygiene	X		X	X	X	X	X	X	X						
- Sex Education		X													
- Shopping Skills	X			X	X	X	X	X			X				
- Time Skills	X			X	X	X	X	X		X					
- Travel Skills	X			X	X	X	X	X		X					
- Other:															
- Other:															
Entertainment															
- Radio	X			X	X	X	X	X						X	
- TV	X		X	X	X	X	X	X						X	
- Theater	X				X	X	X	X						X	
- Sporting Event	X				X	X	X	X						X	
- Other: Amusement parks	X			X	X	X	X	X						X	
- Other: T-V studios	X				X	X	X	X						X	
Fitness															
- Exercise Program	X			X	X	X	X	X		X					
- Weight Program	X				X	X	X	X					X		
- Jogging	X				X	X	X	X		X					
- Mobility Training	X		X	X	X	X	X	X		X					
- Gymnastics	X		X	X	X	X	X	X		X					
- Other:															
- Other:															
Games															
- Card Games	X				X	X	X	X						X	
- Board Games	X				X	X	X	X						X	
- Puzzles	X		X	X	X	X	X	X						X	
- Other: ~~Outdoor games~~	X		X	X	X	X	X	X						X	
- Other: ~~Frisbee, etc.~~	X			X	X	X	X	X						X	
Leisure Education															
- Skills Classes	X			X	X	X	X	X		X					
- Leisure Education Classes		X													
- Survey Community Resources	X		X	X	X	X	X	X	X						
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Social Organization															
- Church Groups		X													
- Clubs	X			X	X	X	X	X		X					
- Consumer Groups		X													
- Special Interest Groups		X													
- Fraternal Organization		X													
- Parties	X		X	X	X	X	X	X			X			X	
- Picnics	X		X	X	X	X	X	X			X			X	
- Political Groups		X													
- Volunteer Groups	X				X	X	X	X						X	
- Other															
- Other															
Special Events															
- Birthdays	X		X	X	X	X	X	X						X	
- Fairs	X				X	X	X	X						X	
- Holiday Ceremonies	X		X	X	X	X	X	X						X	
- Other															
- Other															
Sports, Individual-Competiter															
- Bowling	X			X	X	X	X	X		X					
- Golf	X				X	X	X	X					X	X	
- Horseshoes	X				X	X	X	X					X	X	
- Pocket Billiard	X			X	X	X	X	X					X	X	
- Table Tennis	X			X	X	X	X	X		X			X	X	
- Tennis	X				X	X	X	X		X					
- Track & Field	X		X	X	X	X	X	X		X					
- Wrestling		X													
- Badminton	X				X	X	X			X					
Sports, Individual Non-Competitive															
- Archery		X													
- Bicycling	X													X	
- Horseback Riding	X											X			
- Ice Skating	X											X			
- Riflery		X													
- Roller Skating	X													X	
- Winter Sports	X													X	
- Croquet	X													X	

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	Summer	Randomly
Sports, Team - Competitive															
- Baseball		X													
- Basketball	X			X	X	X								X	
- Football		X													
- Field Hockey		X													
- Soccer	X			X	X	X								X	
- Softball	X			X	X	X	X				X				
- Volleyball	X			X	X	X	X							X	
- Other Floor hockey	X			X	X	X	X			X					
- Other Bowling	X			X	X	X	X	X		X					
Tourism and Travel															
- Outings	X		X	X	X	X	X	X						X	
- Hosteling		X													
- Out-of-state Travel	X			X	X	X	X					X			
- International Travel	X				X	X								X	
- Special Olympics	X		X	X	X	X	X	X	X						
- Other															
- Other															
Voluntary Service															
- Leisure Leader Activities	X				X	X	X	X		X					
- Community Activities	X				X	X	X	X		X					
- Teacher/Tutor	X				X	X	X	X		X					
- Conversing	X				X	X	X	X	X						
- Other															
- Other															

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled, or directed.

1. Over 100 local and regional parks, including William S. Hart Ranch, Hollywood Bowl, the Devil's Punchbowl recreation area, and the Puddingstone-Bonelli complex

Primary facilities owned, controlled, or directed by public agencies.

1. Other recreation agency facilities in the 79 cities in Los Angeles county
2. Various schools
3. State universities and colleges
4. Public hospitals

Primary facilities privately owned, controlled, or directed.

1. Various bowling alleys
2. Various convalescent homes
3. Foundations-- (spastic childrens, L.B. Retarded Childrens Foundation), etc.
4. Dodger Stadium
5. Private schools and colleges

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. County performance evaluation of personnel.

2. Continuous assessment of participants based on program goals. Also, information profile submitted by parents and/or guardians.

3. Programs evaluated by supervisory visits, requesting organization input, participant reaction.

4. Methods and activities developed and evaluated in cooperation of inter-disciplinary team.

County of Los Angeles Department of Parks and Recreation
155 West Washington Boulevard, Los Angeles, California 90015
Seymour Greben, Director

REHABILITATION UNIT

A brief description of our services follows. If you would like further information, please call the Rehabilitation Unit Staff at (213) 749-6941, Ext. 171.

The Rehabilitation Unit began in 1958 as a result of various requests from parent groups for the mentally retarded for assistance in the area of recreation. The unit has expanded its scope of programming and service since its initial beginnings; however, programs are still initiated on a request basis.

Due to the nature of the individuals which we serve, the traditional recreation programs and philosophies had to be adapted and/or changed. Many of the techniques and activities utilized may seem too educationally oriented for most traditional recreators; however, many individuals are not physically, emotionally, or socially ready for "recreation" in the traditional sense. Our public must learn to cope with society by learning thimble fulls rather than bucket fulls. Thus, the Unit has worked closely with educators, psychologists, developmentalists, and other professionals to gain further training and knowledge regarding the people whom we serve and to adapt this awareness of our patrons needs to our recreation programs and philosophies.

Resistance to this approach in recreation was felt in the initial development of the Unit. Many educators and medical personnel felt that we were infringing on their professional roles. The training and guidance which we had received from consultants assisted our staff in showing these skeptics that a great deal of individual growth occurs through properly directed, meaningful play. Activities aimed at providing successful experiences resulted in a better self image and created more confidence in those who had faced failure so often. Learning also increased readily in a low-pressure, fun environment. Social, emotional, and physical growth were enhanced; thus, a great majority of our services are requested by various school districts, hospitals, and other health related agencies in addition to requests received from parent organizations.

A brief description of our services are included to give you a greater insight into both the types of participants which attend our programs and our involvement with community groups.

Child Development Through Physical Recreation:

As it has been previously stated, many of our participants are not ready for recreation. An individual develops in a sequential manner utilizing the six sensory modalities for growth and development. These six modalities (gustatory, olfactory, tactual, kinesthetic, auditory, and visual) also develop in acuity on a sequential basis. Each acting as a foundation for the other. Recreation, although a basic human need, appears only after a child has developed a firm foundation in the areas of the gustatory, olfactory, and tactual levels of development. Many recreational activities are aimed at the kinesthetic and visual levels utilizing auditory and visual commands. Many youngsters are not ready to successfully participate in most recreational activities on this plateau. Thus, the Unit evaluates the needs of each participant and develops the activities to enhance those areas in which the child displays a developmental lag. If a child needs improvement in the area of the kinesthetic modality, the program would include awareness of body parts, laterality, directionality, gross motor activities (locomotor), static and dynamic balance before you would present hand-eye coordination activities and other fine motor skills.

The program was developed with the assistance of an interprofessional advisory group involving developmental opthamologists, physical educators, educators, and occupational therapists including: Dr. Bryant J. Cratty, Dr. Ray Barsch, Dr. Caro Hatcher, Dr. William Hirsch, and Dr. Carl Haven Young. The initial program was piloted in a Los Angeles City School for the trainable mentally retarded in 1966.

This service was readily requested by various school districts, and was so successful that many of these districts realized the need for hiring individuals who would implement this type of program on a full time basis.

Presently this type of programming is utilized in working with the mentally retarded, physically handicapped, multiply handicapped, educationally handicapped, and the autistic groups which we are serving. The techniques and theories of our Child Development Through Physical Recreation are utilized throughout the Unit's program planning (i.e., arts and crafts, dance, rhythms, etc.)

Dance, Music, Rhythms, and Arts and Crafts Programs:

These activities are also conducted in regard to the development of the individual as a whole entity. Activities are introduced at or below the level of the participant's developmental level to provide a successful experience. Music is not used for the pleasure of listening, it is geared to teach a child body parts, to learn directionality, timing, etc. Rhythms are used to enhance coordination and to build timing and internal rhythm. Dance is used to teach the participant spatial relationships, laterality, movemement, working and moving with a partner, socialization, etc. The arts and crafts projects are also planned to assist the individual in his development in the area of fine motor and gross motor skills, to give the child a feeling of accomplishment and self-worth, and to teach them a leisure activity which they could do at home.

General Recreation Programs and Day Camps:

The general recreation programs and day camps consist of a large variety of recreational activities including child development, nature study, arts and crafts, independent living skills, games, music, drama, rhythm, and swimming. These activities are adapted to allow the individual to grow and experience interaction with the community to the best of their abilities. The program also emphasizes social interaction with one another and coping with various elements in the community such as utilizing the library, shopping, and learning mobility through field trips. There programs are conducted for the retarded, physically handicapped, blind, neurologically handicapped, mental hygiene, and the autistic.

Friendship Clubs:

The Friendship Clubs are primarily for individuals who had previously been treated for a mental breakdown and are still under the care of a psychiatric social worker or psychiatrist. Some of the clubs are designed for the mentally retarded. Many of these participants have been released from the State Hospital following long termed treatment. Due to the length of their stay in an institution, these individuals are not socially or emotionally ready to participate in community activities. Thus, the Friendship Club serves as a liaison service program between the hospital and the community where recreational activities are provided in a semi-sheltered setting. The primary emphasis in program activities is to provide socialization and opportunities for integration into the community.

Autism Program:

This program was initiated at the request of the Los Angeles County Schools Autism Project, which is a federally funded experimental program. The schools came to the Unit to ask our assistance in providing a recreational program during those school vacations in which regression would most readily occur. A pilot program was conducted during the 1973 Christmas vacation utilizing the techniques and theories we use throughout our program spectrum. The Unit readily learned that these techniques would not work with these youngsters, since their behavior had to be brought under control before anything could be accomplished. Thus, a team approach to training the staff and program planning was implemented prior to the Easter vacation program. The team consisted of the classroom teachers, the school psychologist, program specialists, the remedial physical educators, the behavioral consultants from the Neuro Psychiatric Institute at U.C.L.A., the parents, and the staff of the Rehabilitation Unit. The training consisted of workshops in behavior modification techniques, observation and practicums in the classrooms, parent meetings, and staffings. The primary emphasis was on behavioral control and the activity became secondary. We learned that the activity had to be broken down even lower when working with these youngsters who had little or no language, and had to be aimed at their particular social, emotional, and physical developmental levels.

Activity plans and observations were taken on a daily basis, and video tapes were taken. The program was then evaluated by the staff, parents, and teachers. Parents commented on the ease of transition back to school, new skills which the child had learned, and the increased attentive behavior of their youngsters.

Special Olympics for the Mentally Retarded:

This program has proven to many skeptics and parents, that the individual with retardation can excel in areas of physical ability. The Unit conducts the games portion of the program on a year round basis which includes clinics, training, administrative duties, and the actual conduction of the State Games. This program involves more than 20,000 participants on a state-wide basis, and is a part of the National Special Olympic Program sponsored by the Joseph P. Kennedy, Jr. Foundation.

Bowling for the Retarded:

This program is part of a state-wide bowling program sponsored by the California Association for the Retarded. The County of Los Angeles is considered as District IX, and is one of the eleven districts within the state. The program was developed to offer a recreational activity geared to a high level of success which could develop into a life long leisure activity. A number of bowlers who learned to bowl and began tournament play in our program are currently bowling in adult recreational leagues. District IX has over 650 bowlers in our program including ambulatory and non-ambulatory participants.

Special Events:

Special events are conducted during the year to aid in socialization, community involvement, and to integrate the individual inconvenienced by a handicapped into the community. The majority of the special events are conducted in cooperation with various groups and agencies.

Workshops and Training:

The Unit receives many requests for workshops, training sessions, speaking engagements, and consultation. These requests vary in regard to the agencies who ask for our assistance. The workshops encompass the following areas: perceptual motor development, music, charm, drama, rhythms, dance, arts and crafts, games, and Orff-Schulwerk. Some of the workshops are two to four sessions, while many of the training programs conducted within the schools may be conducted on an on-going basis for a period of two to three years. After the Unit feels that the teachers are sufficiently versed in the area of concern requested, the Unit staff will leave the school but the program will continue to be conducted under the guidance of the school personnel.

The unit engages an emino specialist (a well-known authority) to conduct training workshops for teachers, parents, and our departmental staff. Many of the requests we receive are not only from parent groups, head starts, colleges, universities, school districts, and from our own departmental units and parks. The theories, philosophies, and techniques utilized by the Unit in working with the handicapped is readily transferred in working with "normal" pre-schoolers.

The unit also assists other agencies in developing recreational programs of a therapeutic nature.

County of Los Angeles Department of Parks and Recreation
155 West Washington Boulevard, Los Angeles, California 90015
Seymour Greben, Director

REGISTRATION INFORMATION

Date ______________________ Date of Birth ________________

Name ______________________ Address ________________________

City __________________ Zip ________ Phone _______________

Mother's Name _______________ Father's Name __________________

Name of person to contact in the absence of parents.

Name ________________________ Phone _________________

Address ________________________ City ____________ Zip ______

Private physician's name ____________________ Phone ____________

Is the participant subject to seizures? Yes ____ No ____

Is he/she under medication? Yes ____ No ____

List any known allergies ______________________________________

Is he/she toilet trained? Yes ____ No ____

Does he/she need assistance with toileting? Yes ____ No ____

Has he/she previously participated in a recreation program? Yes ___ No ___

Does he/she have any physical conditions which would limit his participation in recreation activities, including swimming?

Yes ____ No ____

What activities does he/she enjoy? ______________________________

____

Is he/she inclined to be aggressive ____, passive ____, natural ____?

Are there any precautions you wish to have observed? Yes ___ No ___

(Please list) ____

____

____

REGISTRATION INFORMATION

Self Stimulatory Behavior (any type of stereotypic repetitive behavior such as speech, behavior, vocalizations, etc.):

Describe Behavior:

Suggested methods of handling the behavior: (List Do's and Don'ts)

Tantrums:

Description:

Suggested methods of handling the behavior: (List Do's and Don'ts)

Self Help Skills (describe the child's level and the type of program for each of the following areas, the methods used, and the signs and/or actions that your child might make relating to these activities):

Toileting:

Dressing:

Feeding:

Grooming:

Other:

REGISTRATION INFORMATION

Reinforcers (any foods, words, activities, etc. which your child likes or will work towards. You may include materials which are not available at home.):

Please List:

Things not allowed:

Special Activities (please give us as much information as possible pertaining to the child's level of capabilities. List all equipment, supplies, educational materials, specific games, etc. utilized.):

If your child is currently enrolled in an educational program, please list the following information.

School or Agency ________________________________

Instructor ________________________________

Address ________________________________

City ______________ Zip ________ Phone ____________

Other Behaviors (Behavioral patterns to be worked on or reinforced during the day. Please include behavioral patterns worked on in the home as well as the school.):

Appropriate Patterns:

REGISTRATION INFORMATION

Inappropriate Patterns:

Do you utilize any punitive techniques to discourage inappropriate behavioral patterns? Yes _____ No _____

Please describe:

Describe alternative methods:

Do you authorize the staff conducting the recreational program, when necessary, to utilize these same thechniques?

Yes _____ No _____

If yes, please sign below.

I hereby authorize the staff conducting the autism recreation program to utilize punitive techniques, if necessary, to extinguish my child's inappropriate behavioral patterns.

Date _____________ Parent Signature _________________________

Language (If on "signing", please give full details.):

Expressive Language (special words, characteristics, or sounds):

REGISTRATION INFORMATION

Receptive Language (How much is understood.):

Token System (if the child is on a token system,please give full details.):

Sensory Motor Skills

Gross Motor (Large muscle movements):

Fine motor (Small muscle movements such as hand-eye coordination):

General Observations (Anything we may have left out that you want us to know about your child.):

PARENT'S CONSENT

I hereby give permission for my son/daughter ____________________ to participate in a recreation program sponsored by the County of Los Angeles Department of Parks and Recreation and authorize the recreation personnel to act for me according to his best judgment and ability in any emergency requiring medical or surgical care which may arise. In such emergency the recreation personnel will implement the recreation department's policy for such contigencies.

Date ____________ Signature ________________________________
(parent or legal guardian)

PHOTOGRAPHIC RELEASE

I hereby give _____ (do not give _____) my consent to the use of any photographs taken of my son/daughter for such publicity as the County of Los Angeles Department of Parks and Recreation feels will benefit the work for the autistic child, without considerations of any kind; I do hereby release the County of Los Angeles Department of Parks and Recreation from any claims whatsoever which may arise in said regard.

Date ____________ Signature ________________________________
(parent or legal guardian)

GENERAL POLICIES

In enrolling my child in the autism recreation program, I agree to the following regulations:

1. To avoid exposing other members of the group, my child will not attend the recreation program if suffering from a contagious disease.
2. I understand that my child must be able to take all prescribed medication by himself as the staff is not permitted to administer medication to the participants.
3. If my child is scheduled to take any medication prior to leaving to the program, I agree to faithfully administer the medication as scheduled.
4. In order that the County of Los Angeles Department of Parks and Recreation group leader may determine if the participant can be benefitted by the program, a probationary period is necessary. It is understood and agreed that if he cannot adjust to the activities and/or program, it will become necessary for him to be withdrawn from the program.

THE KING COUNTY DIVISION OF PARKS AND RECREATION MODEL

by Mr. Christopher B. Eubanks

Program Overview

Who served, how many and geographic area: King County Parks' Special Services provides recreation programs for special populations throughout the geographic area of King County, Washington. Special Services is divided into five program elements: Mental Retardation (Developmentally Disabled), Physically Disabled, Senior Adults, Cultural Arts, and Performing Arts. The following description will deal only with the first three programs.

In 1975, 2255 developmentally disabled, 800 physically disabled, and 3,000 senior adults were served.

Primary activities provided: King County Parks Special Services programs include sports and games, arts and crafts, dance, drama, music, socialization, and outdoor recreation. They provide for individual as well as group participation, and for active as well as passive involvement.

Staffing (number and titles): At the head of Special Services is a full-time supervisor. Staffing of the Mental Retardation program consists of two full-time recreation specialists and a part-time staff of 27. In addition, 181 volunteers served in 1975. Programs for the physically disabled are led by a full-time recreation specialist and a part-time staff of 12. Seventy-eight volunteers served in 1975. Senior Adult programs are run by a full-time specialist and a part-time staff of eight.

Total budget and primary sources of support: The 1976 Special Services budget is $199,276.32 received from King County government, whose source is a General Property Tax.

Values and goals achieved through the program: The overall goal of Special Services is to provide diversified leisure services to King County citizens belonging to special populations at the same level accorded to all other citizens The underlying philosophy of this goal is: 1) Recreation is for everyone; 2) Recreation is as important as any other aspect in a person's life; 3) Citizens of special populations tend to have more free time than other citizens; and 4) Citizens of special populations should be able to spend their free time in meaningful activity appropriate to their needs and capabilities.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	57 %	$
2. Salaries, part time	28.15 %	$
3. Other compensations	13 %	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	.05 %	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	1.8 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	%	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	%	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	%	$ 199,276.32

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$ 80,792.07
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
TOTAL	$ 80,792.07

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
County General Property Tax	$80,792.07	Developmentally and Physically Disabled	3791

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicappe Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant	0	0												0	0												0	0
Administrator	1	0				x					x			1	0					x			x				0	0
Supervisor (TR Specialist)	3	0				x				x		x		4-6	0				x				x				0	0
Leader (TR Worker)*	0	10		x	x	x				x	x	x		6	0			x					x				0	0
Aide II (TR Technician)	0	15		x	x					x	x	x	x	0	30			x				x					0	0
Aide I (TR Assistant)	0	14		x					x	x				0	15		x					x					0	0
Volunteer	0	259	x	x	x	x	x		x	x	x			-	-							x					0	0

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members											X									
Administrator	X	X		X		X		X	X		X	X		X		X		X	X	
Supervisor	X		X	X	X	X		X	X		X	X	X		X	X		X	X	
Leader	X		X		X	X	X	X			X		X		X	X	X	X	X	
Aide	X		X			X	X	X			X		X		X	X	X	X	X	
Volunteer	X		X			X	X	X			X		X		X	X	X	X	X	
Other																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X		X	
Transportation for Participants	X		X	
Insurance for staff participants, volunteers		X		
Staff and Indirect Barriers		X		
Community attitudinal Barriers		X		
Locating or finding handicapped	X			X
Inadequate funding for program	X			X
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service		X		

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving															
- Swimming - Instructional	X		X	X	X	X	X	X		X					
- Swimming - Free	X		X	X	X	X	X	X	X						
- Water Sports	X				X	X	X	X					X		
- Water Safety															
- Other: ______															
- Other: ______															
Crafts															
- Floral Crafts	X					X	X	X		X					
- Leather Crafts		X													
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X			X	X	X	X	X		X					
- Wood Crafts	X				X	X	X	X		X					
- Handicrafts	X			X	X	X	X	X		X					
- Other: ______															
- Other: ______															
Cultural/Ethnic															
- Festival	X		X	X	X	X	X	X				X			
- Exhibits/Demonstrations	X		X	X	X	X	X	X				X			
- Other: ______															
- Other: ______															
Arts-Graphics															
- Art Appreciation	X		X	X	X	X	X	X		X					
- Art exhibit-shows	X		X	X	X	X	X	X				X			
- Drawing	X				X	X	X	X		X					
- Painting	X				X	X	X	X		X					
- Photography	X				X	X	X	X		X					
- Sculpture	X		X	X	X	X	X	X		X					
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet	X		X	X	X					X					
- Ethic	X				X	X	X	X		X					
- Folk	X				X	X	X	X		X					
- Modern		X													
- Record Dance	X				X	X	X				X				
- Social	X				X	X	X	X		X					
- Square	X				X	X	X			X					
- Other: ______															
- Other: ______															
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character		X													
- Pageants	X				X	X	X					X			
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry	X		X	X	X	X	X			X					
- Radio/TV		X													
- Talent Shows	X				X	X	X	X				X			
- Other: ______															
- Other: ______															
Career Education/Guidance															
- Community Based Recreation	X		X	X	X	X	X	X	X						
- Leisure Entertainment and Enterprises	X		X	X	X	X	X	X		X					
- Resource Based Recreation	X		X	X	X	X	X	X	X						
- Tourism and Hospitality	X		X	X	X	X	X	X			X				
- Career Guidance		X													
- Career Placement		X													
- Other: ______															
- Other: ______															
Collecting and Hobbies															
- Collecting	X			X	X	X	X	X			X				
- Hobbies	X				X	X	X	X			X				
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X				X	X	X			X					
- Communication Skills	X		X	X	X	X	X			X					
- Cooking Skills	X				X	X	X			X					
- Grooming/Hygiene	X				X	X	X				X				
- Sex Education		X													
- Shopping Skills	X			X	X	X	X	X			X				
- Time Skills		X													
- Travel Skills	X			X	X	X	X	X			X				
- Other: ______															
- Other: ______															
Entertainment															
- Radio		X													
- TV		X													
- Theater		X													
- Sport in Event	X				X	X	X	X				X			
- Other: ______															
- Other: ______															
Fitness															
- Exercise Program	X		X	X	X	X	X			X					
- Weight Program	X				X	X	X			X					
- Jogging		X													
- Mobility Training		X													
- Gymnastics	X				X					X					
- Other: ______															
- Other: ______															
Games															
- Card Games	X							X		X					
- Board Games	X				X	X	X	X		X					
- Puzzles	X				X	X	X	X		X					
- Other: ______															
- Other: ______															
Leisure Education															
- Skills Classes		X													
- Leisure Education Classes		X													
- Survey Community Resources		X													
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment		X													
- Placement		X													
- Follow-up		X													
- Other: ______															
- Other: ______															
Mental/Literary															
- Discussion Groups		X													
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other: ______															
- Other: ______															
Music															
- Choral Groups	X							X							
- Instrumental Groups	X		X	X	X	X	X	X							
- Music Appreciation	X		X	X	X	X	X	X							
- Festivals	X		X	X	X	X	X	X				X			
- Lessons		X													
- Singing	X		X	X	X	X	X	X	X						
- Talent Shows	X		X	X	X	X	X	X				X			
Outdoor Recreation															
- Boating	X				X	X	X	X		X					
- Camping	X		X	X	X	X	X	X	X						
- Fishing	X				X	X	X	X		X					
- Gardening		X													
- Horticulture		X													
- Hiking/Backpacking	X				X	X	X					X			
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education	X		X	X	X	X	X	X	X						
- Nature Studies	X		X	X	X	X	X	X	X						
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social/Organization															
- Church Groups		X													
- Clubs	X				X	X	X	X		X					
- Consumer Groups		X													
- Special Interest Groups	X			X	X					X					
- Fraternal Organization		X													
- Parties	X			X	X	X	X	X			X				
- Picnics	X			X	X	X	X	X				X			
- Political Groups		X													
- Volunteer Groups		X													
- Other ______															
- Other ______															
Special Events															
- Birthdays		X													
- Fairs	X		X	X	X	X	X	X				X			
- Holiday Ceremonies	X			X	X	X	X	X				X			
- Other ______															
- Other ______															
Sports, Individual-Competiter															
- Bowling	X			X	X	X	X	X		X					
- Golf		X													
- Horseshoes	X							X		X					
- Pocket Billiard	X				X	X	X	X		X					
- Table Tennis	X				X	X	X	X		X					
- Tennis		X													
- Track & Field	X									X					
- Wrestling															
Sports, Individual Non-Competitive															
- Archery	X									X					
- Bicycling	X											X			
- Horseback Riding		X													
- Ice Skating		X													
- Rifelry	X											X			
- Rollar Skating	X											X			
- Winter Sports	X											X			

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball		X													
- Basketball	X				X	X	X	X		X					
- Football	X			X	X	X	X			X					
- Field Hockey		X													
- Soccer	X			X	X	X	X			X					
- Softball	X			X	X	X	X			X					
- Volleyball	X			X	X	X	X			X					
- Other Floor Hockey	X			X	X	X	X			X					
- Other ______															
Tourism and Travel															
- Outings	X			X	X	X	X	X		X					
- Hosteling		X													
- Out-of-state Travel	X											X			
- International Travel		X													
- Special Olympics	X			X	X	X	X	X		X					
- Other ______															
- Other ______															
Voluntary Service															
- Leisure Leader Activities		X													
- Community Activities		X													
- Teacher/Tudor		X													
- Conversing		X													
- Other ______															
- Other ______															

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilites owned, controlled or directed

1. Marymoor County Park, Redmond, Washington
2. Juanita Beach County Park, Kirkland, Washington
3. Seahurst County Park, Burien, Washington
4. Steel Lake County Park, Federal Way, Washington
5. Hamlin County Park, Seattle, Washington
6. Richmond Highlands Activity Center, Seattle, Washington
7. Ober Memorial Park, Vashon, Washington
8. Pine Lake Park, Issaquah, Washington
9. Shoreline District Pool, Seattle, Washington
10. Bellevue District Pool, Bellevue, Washington
11. Issaquah District Pool, Issaquah, Washington
12. Renton District Pool, Renton, Washington
13. Evergreen District Pool, Burien, Washington
14. Si View Pool, North Bend, Washington
15. Kent District Pool, Kent, Washington
16. Gold Creek Lodge, Woodinville, Washington
17. Moshier Park Cultural Arts Center, Burien, Washington
18. White Center Activity Center, Seattle, Washington
19. Northshore District Pool, Bothell, Washington
20. Lake Washington District Pool, Remond, Washington
21. Mercer Island District Pool, Mercer Island, Washington
22. Federal Way District Pool, Federal Way, Washington
23. Inglemoor County Park, Bothell, Washington

Primary facilities owned, controlled or directed by public agencies.

1. Grandview School, Kent School District, Kent, Washington
2. Ashwood School, Bellevue School District, Bellevue, Washington
3. Interlake Cottage, Bellevue School District, Bellevue, Washington

4. Juanita Swimming Pool, Lake Washington School District, Kirkland
5. Recreation Activity Center, Easterseal Society, Bothell, Washington
6. Issaquah Memorial Field, Issaquah Park Department
7. Thompson School, Renton School District, Renton, Washington
8. Sandpoint Naval Support Activity, U.S. Navy, Seattle, Washington
9. Green Lake, Seattle Park Department
10. Lowell School, Seattle School District
11. Lake Washington Special Education Center, Lake Washington School District, Kirkland, Washington
12. Fircrest State School, State of Washington, Seattle, Washington
13. Kent-Meridian High School, Kent School District, Kent, Washington
14. Highline Stadium, Highline School District, Burien, Washington

Primary facilities privately owned, controlled or directed.

1. Sammamish Valley Grange, Woodinville, Washington
2. F.F.W. Hall, Redmond, Washington
3. Kenmore Bowling Lanes, Kenmore, Washington
4. Totem Bowling Lanes, Kirkland, Washington
5. Bel-Lanes, Bellevue, Washington
6. Hi-Line Bowling Lanes, Burien, Washington
7. Sun Villa Bowling Lanes, Bellevue, Washington
8. Liberty Lanes, Issaquah, Washington
9. University Lanes, Seattle, Washington
10. Calvary Lutheran Church, Federal Way, Washington
11. Bellevue-Kirkland Elks Club, Redmond, Washington
12. Olympic Swim Club, Bellevue, Washington

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. Annual Report to King County Mental Retardation Board
2. Twice-yearly Performance Appraisals of Employees
3. King County Performance Budgeting
4. Direct feedback from participants and/or parents
5. Visitations by supervisor

KING COUNTY OFFICE OF PERSONNEL
RECREATION SUPERVISOR

Definition

This is professional and supervisory recreation work planning, administering, and supervising recreation activities in a specific program area.

Distinguishing Characteristics of Work

An employee of this class is responsible for performing supervisory and professional recreation work in planning and organizing a wide variety of recreational activities in a specific program area such as activity center, community schools, aquatics, or special services. Independent judgment and initiative are required in developing and maintaining a recreation program within policy and financial limitations. Assignments arise from long range plans, public demand for activities, and the observation of recreational needs of the County. Supervision is exercised over the work of recreation personnel in the specific program area. The Recreation Programs Manager provides general program guidance and supervision.

Representative Example of Work

Plans, administers, and supervises activity center programs, school-centered recreation programs, aquatics activities, or special services programs for the County; develops the annual program budget.

Publicizes and promotes participation in recreation programs; attends meetings and speaks to school and community groups on County recreation programs.

Develops and recommends the implementation of new recreation programs; reviews and evaluates present programs.

Conducts program staff meetings, advises and trains staff members; interviews and hires new personnel.

Prepares and maintains records and reports of plans, activities, attendance, supplies, and other recreational information.

Performs related work as required.

Knowledges, Abilities, and Skills

Considerable knowledge of recreation philosophy, planning, and administration.

Considerable knowledge of programs and practices in one or more specific recreation program areas.

Knowledge of individual and group behavior.

Ability to plan, supervise, and evaluate the work of others as related to recreational activities.

FROM: ADOPTED: 1-72 REVISED: 1-73

Ability to analyze community recreation needs and to adapt a program to its requirements.

Ability to deal tactfully, courteously, and effectively with civic leaders, public officials, program participants and the general public.

Ability to speak and write effectively and to gain public support of recreation activities.

Education and Experience

Minimum: Graduation from a college or university with major course work in recreation or a closely related field; and four (4) years (48 mos.) of recreational work experience;

OR

substituting one (1) year (12 mos.) of general or specific recreational work experience for each year (9 mos.) of the required education to a maximum of four (4) years (36 mos.);

OR

subsitituting one (1) year (9 mos.) of graduate level course work in recreation or a closely related field for each year (12 mos.) of the required experience to a maximum of two (2) years (24 mos.).

.1211

KING COUNTY OFFICE OF PERSONNEL

RECREATION SPECIALIST

Definition

This is recreation work conducting the activities of a specialized recreation program.

Distinguishing Characteristics of Work

An employee of this class is responsible for planning and the direct leadership of a special recreation program such as senior citizens, handicapped, or arts and crafts. The employee determines the program content, hiring of part-time personnel and the scheduling of activities. Work is performed with considerable independence and involves immediate supervision over part-time and volunteer personnel. General supervision is received from a professional who reviews work by observation and conference. Program results, program changes, and new instructors are discussed at weekly staff meetings.

Representative Examples of Work

Prepares daily schedule for arts and crafts, senior citizens, handicapped, or another specialized program for one or more activity centers.

Instructs classes in a specialized program area; trains instructors in recreational skills; and provides direction to part-time and volunteer personnel conducting specialized recreation activities.

Develops community support of recreation programs including developing activities suited to community needs.

Assures safe and efficient use of facilities and equipment.

Keeps accurate records and prepares reports on specialized activities.

Performs related work as required.

Knowledges, Abilities, and Skills

Knowledge of one or more activities of specialization in the recreation field.

Some knowledge of the principles, methods, and practices of organizing programs in a specialized field of recreation.

Some knowldge of the principles and practices of planning recreational group activities.

Ability to plan, organize, supervise, train, and evaluate the work of others as related to recreational activities.

Ability to analyze community recreation needs and to adapt a program to its requirements.

FROM: ADOPTED: 1-72 REVISED: 1-73

Recreation Specialist (Continued)

Ability to deal tactfully, courteously, and effectively with civic leders, public officials, program participants, and the general public.

Education and Experience

Minimum: Graduation from high school or G.E.D. and two (2) years post high school course work in recreation or a closely related field; and one (1) year (12 mos.) recreational work experience, including concentration in one or more specialities in the field of recreation or sports;

OR

substituting one (1) year (12 mos.) of recreational work experience for each year (9 mos.) of the required education to a maximum of six (6) years (54 mos.);

OR

substituting one (1) year (9 mos.) of post high school course work in recreation or closely related field for each year (12 mos) of the required experience.

KING COUNTY DEPARTMENT OF PARKS

JOB DESCRIPTION

Budget Line No. _______

Program Leaders - Part-Time

General Statement: The part-time Program Leaders are directly responsible to the Recreation Specialist. He receives instructions on scheduling of classes and on course content from the recreation specialist and must work closely with the program instructor before exercising independent judgment in the application of specialized knowledge and skills in the conduct of work.

Minimum Qualifications: Shows an interest in the field of recreation, basic knowledge of the field, some skills in a variety of recreation activities.

Example of Duties:

1. Conducts recreation activities with supervision.
2. Maintains facilities and materials for class use.
3. Stimulates interest and appreciation in one or more fields of recreation programming.
4. Helps to maintain group and individual discipline.

THE PHILADELPHIA COORDINATED APPROACH TO COMMUNITY RECREATION SERVICES FOR MULTIPLY HANDICAPPED ADULTS MODEL

by Ms. Viki S. Annand

Program Overview

This project is funded through HEW, Region III, Office of Human Development - Develop Mental Disabilities Office under provision of the 1973 Vocational Rehabilitation Act, Section 304(B)(1). The goal of the project is "to develop a cooperative mechanism which is designed to include in meaningful social recreation experiences a target population of currently excluded multiply handicapped adults." It is a service-demonstration project for the city of Philadelphia. As such, its main thrust is through indirect services in exploring recreational services, developing recreational opportunities for handicapped persons, and otherwise insuring that a continuum of services exist, and that cooperation in providing these services is developed. To accomplish these tasks, the project has three major objectives:

Objective I: To develop and put into operation a community delivery mechanism that will provide recreation services to the multiply handicapped adult in a coordinated and integrated manner.

1) Advisory Committee -- To develop communication and cooperation, representatives from a variety of community rehabilitation and recreation agencies were asked to act in an advisory capacity to the project.

2) Mini Grants -- To develop increased recreational opportunities for handicapped individuals, mini grants were provided to both rehabilitation and recreation agencies. The agencies utilize this "seed" money in a variety of ways to provide programs for excluded multiply handicapped adults. (See pp. 3-6, 24-27, 29-32, and 39-40 of the "Program Narrative" for further explanation.)

Although the project has documented 217 participants, it is known that more people are presently being served in the agency programs. An additional 80 clients are served in a weekly University lab program. This program is considered part of the mini grant program and is staffed by students with faculty supervision.

3) Advisory Center -- To aid the handicapped population of the city in determining their interests, locating appropriate programs and facilities, and dealing with leisure problems, a leisure counseling and guidance center is operated. To date this portion of the project has been in developmental stages and the major service has been through two experimental

leisure counseling groups run at Goodwill Industries. Within two months, full services (referral and/or counseling) will be available to any handicapped adult in the city.

Objective II: To evaluate the effect wbich involvement in a recreation program will have on the functional strengths (social-interactive as well as vocational) of the multiply handicapped adult participants.

Evaluation (as described on p. 25) is a major aspect of this project. Data collected will not just insure that services provided are meaningful, but hopefully, will document the importance of recreation in growth producing factors in the life of the handicapped adult.

Objective III: To utilize the project accomplishments as the demonstration basis for development of a Metropolitan Council on Recreation for the Disabled.

The overall effect of this project will be evaluated based upon the effect it has on insuring continued recreational services for the handicapped population of Philadelphia.

Classification of Budget Expenditures.

	Percentage		Amount	
A. Services-Personnel				
1. Salaries, full time	34.1	%	$	
2. Salaries, part time	7.6	%	$	
3. Other compensations	4.1 & 2.1 Fringe Benefits	%	$ Advisory 1.1% Training 1.1%	
B. Services-Contractual				
1. Communication		%	$	
2. Transportation		%	$	
3. Printing, binding, and advertising		%	$	
4. Heat, light, power and water		%	$	26.8%
5. Repairs (equipment/ structures		%	$	
6. Janitorial, cleaning, other services		%	$	
Programs (Mini Grants)	21.5%			
C. Commodities				
1. Supplies	1.1	%	$	
2. Materials		%	$	
D. Current Charges				
1. Rents		%	$	
2. Insurance		%	$	
3. Refund, awards, indemnities		%	$	
E. Current Obligations				
1. Pensions and retirements	see A-3	%	$	
2. Grants and subsidies		%	$	
3. Taxes		%	$	
F. Properties				
1. Buildings and improvements		%	$	
2. Equipment	.5	%	$	
3. Land		%	$	
G. Debt Payments		%	$	
TOTAL		%	$ 92,843	

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$ 71,171.00
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other Temple University Contributions	$ 21,672.00
TOTAL	$ 92,843.00

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal	HEW, Region III OHD-DDO, 1973 Rehabilitation Act; Sec. 304 (B)(1)	$71,171	Handicapped Adults	

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant/Research	2	1				3			1	1		1		1	1					2				2				
Administrator	1	1					2					1	1	1	1					1	1				1	1		
Supervisor (TR Specialist)																												
Leader (TR Worker)																												
Aide II (TR Technician)																												
Aide I (TR Assistant)																												
Volunteer																												

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant	X										X			X				X		
Board Members																				
Administrator	X										X	X								
Supervisor																				
Leader																				
Aide																				
Volunteer																				
Other																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X			X
Transportation for participants	X			X
Insurance for staff, participants, volunteers	X			X
Staff and Indirect Barriers	X			X
Community attitudinal Barriers		X		
Locating or finding handicapped		X		
Inadequate funding for programs	X			X
Training of staff to serve handicapped		X		

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving		X													
- Swimming - Instructional	X				X	X	X			X					
- Swimming - Free	X				X	X	X			X					
- Water Sports	X				X	X	X			X					
- Water Safety		X													
- Other:															
- Other:															
Crafts															
- Floral Crafts		X													
- Leather Crafts		X													
- Mechanical Crafts		X													
- Metal Crafts		X													
- Paper Crafts	X				X	X	X						X		
- Wood Crafts		X			X	X	X								
- Handicrafts	X				X	X	X						X		
- Other:															
- Other:															
Cultural/Ethnic															
- Festival		X													
- Exhibits/Demonstrations		X													
- Other:															
- Other:															
Arts-Graphics															
- Art Appreciation		X													
- Art exhibit-shows		X													
- Drawing	X				X	X	X						X		
- Painting		X													
- Photography		X													
- Sculpture		X													
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet		X													
- Ethic		X													
- Folk	X				X	X	X						X		
- Modern		X													
- Record Dance	X				X	X	X						X		
- Social	X				X	X	X						X		
- Square	X				X	X	X						X		
- Other:															
- Other:															
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows		X													
- Other:															
- Other:															
Career Education/Guidance															
- Community Based Recreation	X					X	X						X		
- Leisure Entertainment and Enterprises	X					X	X						X		
- Resource Based Recreation	X					X	X						X		
- Tourism and Hospitality	X					X	X						X		
- Career Guidance		X													
- Career Placement		X													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting		X													
- Hobbies		X													
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills		X													
- Communication Skills		X													
- Cooking Skills		X													
- Grooming/Hygiene		X													
- Sex Education		X													
- Shopping Skills		X													
- Time Skills		X													
- Travel Skills	X					X	X						X		
- Other:															
- Other:															
Entertainment															
- Radio		X													
- TV		X													
- Theater		X													
- Sport in Event	X					X	X						X		
- Other:															
- Other:															
Fitness															
- Exercise Program	X				X	X	X						X		
- Weight Program	X				X	X	X			X					
- Jogging		X													
- Mobility Training		X													
- Gymnastics	X				X	X	X			X					
- Other:															
- Other:															
Games															
- Card Games		X													
- Board Games		X													
- Puzzles		X													
- Other:															
- Other:															
Leisure Education															
- Skills Classes	X				X	X	X			X					
- Leisure Education Classes	X					X	X								
- Survey Community Resources	X			X	X	X	X								
- Other:															
- Other:															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other occasionally during weekly program		
Social/Organization															
- Church Groups		X													
- Clubs		X													
- Consumer Groups		X													
- Special Interest Groups		X													
- Fraternal Organization		X													
- Parties	X				X	X	X						X		
- Picnics	X					X	X						X		
- Political Groups		X													
- Volunteer Groups		X													
- Other															
- Other															
Special Events															
- Birthdays		X													
- Fairs		X													
- Holiday Ceremonies	X				X	X	X						X		
- Other															
- Other															
Sports, Individual-Competiter															
- Bowling	X				X	X	X			X					
- Golf		X													
- Horseshoes		X													
- Pocket Billiard		X													
- Table Tennis	X				X	X	X			X					
- Tennis		X													
- Track & Field	X				X	X	X			X					
- Wrestling		X													
Sports, Individual Non-Competitive															
- Archery	X				X	X	X			X					
- Bicycling	X					X	X						X		
- Horseback Riding		X													
- Ice Skating		X													
- Rifelry		X													
- Rollar Skating		X													
- Winter Sports		X													

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment	X				X	X	X		X						
- Placement															
- Follow-up															
- Other: ____	X					X	X			X					
- Other: ____	X				X	X	X		X						
Mental/Literary															
- Discussion Groups		X													
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other: ____															
- Other: ____															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation		X													
- Festivals		X													
- Lessons		X													
- Singing	X				X	X	X			X					
- Talent Shows		X													
Outdoor Recreation															
- Boating		X													
- Camping		X													
- Fishing		X													
- Gardening		X													
- Horticulture		X													
- Hiking/Backpacking		X													
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education		X													
- Nature Studies		X													
- Other: ____															
- Other: ____															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other occasionally	during weekly	program
Sports, Team - Competitive															
- Baseball		X													
- Basketball		X													
- Football		X													
- Field Hockey		X													
- Soccer		X													
- Softball		X													
- Volleyball	X				X	X	X						X		
- Other ____															
- Other ____															
Tourism and Travel															
- Outings		X													
- Hosteling		X													
- Out-of-state Travel		X													
- International Travel		X													
- Special Olympics		X													
- Other ____															
- Other ____															
Voluntary Service															
- Leisure Leader Activities		X													
- Community Activities		X													
- Teacher/Tudor		X													
- Conversing															
- Other ____															
- Other ____															

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled, or directed.

1. For the lab program of direct services, the Temple University Athletic Facility which includes (1) swimming (2) bowling alley (3) archery range (4) gymnasium (5) game room and (6) weight room.

Primary facilities owned, controlled, or directed by public agencies.

1. For the indirect services provided through mini grants, each agency utilizes its own or another agency. Included are such facilities as (1) JYC (2) YWCA (3) community pool (4) mental health center (5) church, and (6) community recreation special facilities.

Primary facilities privately owned, controlled, or directed.

1. Under the mini grants, agencies utilize a variety of facilities including (1) movie theaters (2) miniature golf courses (3) bowling alleys (4) skating rinks (5) restaurants, and (6) hotels, motels.

Assessment/Evaluation/Accountability

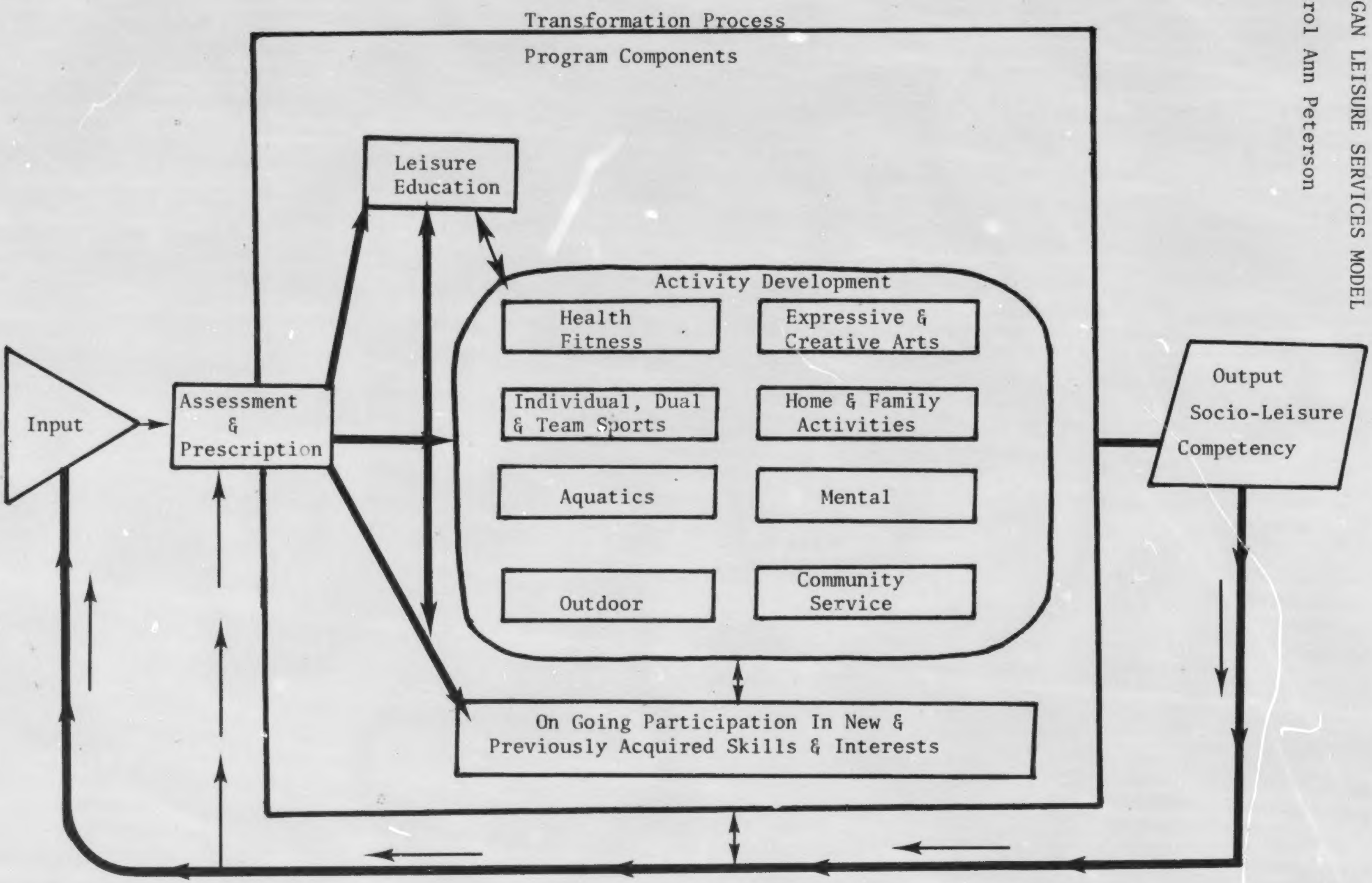
The porcedures we use for assessment, evaluation and accountability are reported below.

1. Mini grant program: Each agency is required to do a pre and post evaluation on each client.
2. Each agency is required to complete a "Client Application" for each client, which is forwarded to B.V.R. At the end of the year, each agency is requested to determine status of clients (E.G.B.V.R. evaluated, job placement, training placement, etc.).
3. Each agency must submit a "Monthly Data Sheet" on attendance and grant expenditures.
4. Monthly a project staff member visits each agency and submits a written report to the project coordinator on the program visited.
5. Yearly an evaluation of each agency's program is completed on three aspects: (1) The degree to which the agency met the project's primary goal -- to provide social-recreational experiences for excluded, multiply handicapped adults; (2) The degree to which the agency adhered to their original proposal; and (3) The degree to which the agency cooperated with the funding agreement.

THE MICHIGAN LEISURE SERVICES MODEL

by Dr. Carol Ann Peterson

State Technical Institute and Rehabilitation Center, "Systems Program Model"
Michigan State University - Peer Service Unit, 882 Peterson, 1-28-74



Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	21 %	$
2. Salaries, part time	%	$
3. Other compensations	%	$
B. Services-Contractual		
1. Communication	%	$
2. Transportation	.05 %	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	7 %	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	2 %	$
C. Commodities		
1. Supplies	.05 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	1 %	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$ Gen. State Policy
E. Current Obligations		
1. Pensions and retirements	%	$ State Funded 10% of salaries
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	18 %	$
3. Land	50 %	$
G. Debt Payments	%	$
TOTAL	100 %	$

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations Student Council	$ 1,200
Concessions	$
Fees & Charges	$ 1,500
Other Voc. Rehab. Operating Budget	$ 3,600
TOTAL	$ 6,300

Information on the Sources of Federal and State Public Funds.

SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal Dept. of Education Voc. Rehab			
State S.T.I.R.C.			

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	Actual Staffing Pattern Present													Recommended Staffing Pattern													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		1						X					X		1						X					X		
Administrator		1					X					X		1						X				X				
Supervisor (TR Specialist)																												
Leader (TR Worker)		6				X				X				15					X			10	5					
Aide II (TR Technician)		2		X									X															
Aide I (TR Assistant)																												
Volunteer																												

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant		X		X					X			X		X					X	
Board Members																				
Administrator	X	X	X	X	X		X	X	X		X	X	X	X	X		X	X	X	
Supervisor																				
Leader			X			X			X				X		X	X			X	
Aide																				
Volunteer																				
Other																				

Special Problem Areas

Our experience in special problem areas is reflected below.

We had only very limited facilities available so we constructed a special building for the recreation program on the school property.

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities that we own, control or direct.

1. Recreation building including pool, two (2) arts and crafts rooms, bowling alley, archery/riflery range, gym, weight room, multipurpose room.
2. Fields
3. Putting range
4. Tennis courts
5. Lake

Assessment/Evaluation/Accountability

The procedures we use for assessment, evaluation and accountability are reported below.

1. The project was evaluated by the project team with a group of experts called upon to actually evaluate the program itself. A systems accountability model was used in the actual development of the project.
2. The students participate in a leisure interview prior to actual program participation with a leisure services staff member. Following the interview the student is given a choice of classes based on needs and desires of client. The student is assessed prior to actual course involvement and at the end of the course.
3. Staff participate in biannual work and professional growth interviews. They also participate in a variety of inservice trainings.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		Group served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving															
- Swimming - Instructional	X					X	X		X						
- Swimming - Free	X					X	X		X						
- Water Sports		X													
- Water Safety		X													
- Other:															
- Other:															
Crafts															
- Floral Crafts		X													
- Leather Crafts	X					X	X		X						
- Mechanical Crafts		X													
- Metal Crafts	X					X	X		X						
- Paper Crafts	X					X	X		X						
- Wood Crafts		X													
- Handicrafts	X					X	X		X						
- Other:															
- Other:															
Cultural/Ethnic															
- Festival		X													
- Exhibits/Demonstrations		X													
- Other:		X													
- Other:		X													
Arts-Graphics															
- Art Appreciation		X													
- Art exhibit-shows		X													
- Drawing	X					X	X		X						
- Painting	X					X	X		X						
- Photography	X					X	X		X						
- Sculpture		X													

	Currently Offer this Program/Activity		Group served by program/activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet		X													
- Ethic		X													
- Folk		X													
- Modern		X													
- Record Dance		X													
- Social		X													
- Square		X													
- Other:															
- Other:															
Drama															
- Children's Theater		X													
- Community Theater		X													
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose		X													
- Stage Craft		X													
- Puppetry		X													
- Radio/TV		X													
- Talent Shows	X					X	X					X			
- Other:															
- Other:															
Career Education/Guidance															
- Community Based Recreation		X													
- Leisure Entertainment and Enterprises		X													
- Resource Based Recreation		X													
- Tourism and Hospitality		X													
- Career Guidance		X													
- Career Placement		X													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting		X													
- Hobbies		X													
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills		X													
- Communication Skills		X													
- Cooking Skills		X													
- Grooming/Hygiene	X					X	X		X						
- Sex Education		X													
- Shopping Skills		X													
- Time Skills		X													
- Travel Skills	X					X	X		X						
- Other: ______															
- Other: ______															
Entertainment															
- Radio	X					X	X		X						
- TV	X					X	X		X						
- Theater		X													
- Sport in Event	X					X	X		X						
- Other: ______															
- Other: ______															
Fitness															
- Exercise Program	X					X	X		X						
- Weight Program	X					X	X		X						
- Jogging	X					X	X		X						
- Mobility Training		X													
- Gymnastics		X													
- Other: ______															
- Other: ______															
Games															
- Card Games	X					X	X		X						
- Board Games	X					X	X		X						
- Puzzles	X					X	X		X						
- Other: ______															
- Other: ______															
Leisure Education															
- Skills Classes	X					X	X		X						
- Leisure Education Classes		X													
- Survey Community Resources		X													
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other entering school	by semester.	
Leisure Settlement (counseling, Guidance															
- Assessment	X					X	X					X			
- Placement	X					X	X						X		
- Follow-up	X					X	X						X		
- Other: ______															
- Other: ______															
Mental/Literary															
- Discussion Groups	X					X	X			X					
- Creative Writing		X													
- Reading		X													
- Correspondence		X													
- Other: ______															
- Other: ______															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation	X					X	X						X		
- Festivals		X													
- Lessons		X													
- Singing		X													
- Talent Shows	X					X	X					X			
Outdoor Recreation															
- Boating	X					X	X		X						
- Camping	X					X	X		X						
- Fishing	X					X	X		X						
- Gardening		X													
- Horticulture	X					X	X		X						
- Hiking/Backpacking		X													
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education		X													
- Nature Studies	X					X	X		X						
- Other: ______															
- Other: ______															

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social/Organization															
- Church Groups		X													
- Clubs	X					X	X			X					
- Consumer Groups		X													
- Special Interest Groups	X					X	X			X					
- Fraternal Organization		X													
- Parties	X					X	X					X			
- Picnics	X					X	X					X			
- Political Groups		X													
- Volunteer Groups		X													
- Other________															
- Other________															
Special Events															
- Birthdays		X													
- Fairs		X													
- Holiday Ceremonies		X													
- Other________															
- Other________															
Sports, Individual-Competiter															
- Bowling	X					X	X		X						
- Golf	X					X	X		X						
- Horseshoes	X					X	X		X						
- Pocket Billiard	X					X	X		X						
- Table Tennis	X					X	X		X						
- Tennis	X					X	X		X						
- Track & Field		X													
- Wrestling		X													
Sports, Individual Non-Competitive															
- Archery	X					X	X		X						
- Bicycling	X					X	X			X					
- Horseback Riding	X					X	X			X					
- Ice Skating		X													
- Rifelry	X					X	X		X						
- Rollar Skating	X					X	X			X					
- Winter Sports	X					X	X			X					

	Currently Offer this Program/Activity		Group served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Seasonally		
Sports, Team - Competitive															
- Baseball		X													
- Basketball	X					X	X						X		
- Football	X					X	X						X		
- Field Hockey		X													
- Soccer		X													
- Softball	X					X	X						X		
- Volleyball	X					X	X						X		
- Other________															
- Other________															
Tourism and Travel															
- Outings		X													
- Hosteling		X													
- Out-of-state Travel		X													
- International Travel		X													
- Special Olympics		X													
- Other Wheelchair Olympics	X					X	X				X				
- Other________															
Voluntary Service															
- Leisure Leader Activities		X													
- Community Activities		X													
- Teacher/Tudor		X													
- Conversing		X													
- Other________															
- Other________															

WESTCHESTER COUNTY RECREATION for BLIND MODEL of the NEW YORK ASSOCIATION for the BLIND

by Mr. Chester T. Williams

Program Overview

Who served, how many and geographic area: The Westchester Lighthouse, a division of the New York Association for the Blind, provides a viable and innovative multi-service program for the blind and visually handicapped residents of Westchester County. During the 1974-'75 fiscal year, 729 individuals of all ages received help from this agency through the delivery of specialized services, utilization of existing resources, and the active involvement of this agency in community affairs.

Primary activities provided: The specialized services provided include social casework, mobility training, home rehabilitation teaching, volunteer services, and leisure time counseling and recreation.

Primary facilities used: The only facilities used for programs are those used for recreation activities, and these are community centers such as senior centers, churches, nutrition centers, community action centers, etc.

Staffing (number and titles): The Westchester Lighthouse staff consists of: administration, two professionals, two clerical; recreation, two professional and one clerical; social services, four professional; mobility two professionals; volunteer service one professional, one clerical; home teaching two professionals; public education, one professional, one clerical; drivers, two.

Total budget and primary sources of support: The 1974-'75 annual budget was $289,769, with the largest proportion coming from private resources.

Values and goals achieved through the program: The objective of the Westchester Lighthouse is to utilize existing community resources and to provide specialized services which will help the blind and visually handicapped individuals to achieve optimum physical, emotional and social adjustment and economic independence; and to interpret blindness to the community as a means of removing those obstacles in public opinion that tend to restrict the blind or visually handicapped individuals from participating in our sighted society.

Philosophy and Rationale

In addition to their responses that we have made to the basic 20 statements of philosophy and rationale, we in the Westchester County Recreation for Blind Model of the New York Association for the Blind place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Standards for all recreation programs should be developed.

Greater emphasis should be placed on the recreation field to include the handicapped in developing programs.

More community effort should be directed toward meeting recreation needs of all age groups, not just senior citizens and/or children.

We also wish to make the following statement.

> A community-oriented program can only be successful when the agency has a firm conviction that its role is to assist the handicapped individual achieve his miximum indepenndence, and when the agency also fully recognizes the danger of fostering a dependent status on the clients with whom it is working. The agency will then become a part of the community -- almost through an osmosis process.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	45 %	$
2. Salaries, part time	20 %	$
3. Other compensations	%	$
B. Services-Contractual		
1. Communication	5 %	$
2. Transportation	5 %	$
3. Printing, binding, and advertising	%	$
4. Heat, light, power and water	%	$
5. Repairs (equipment/ structures	%	$
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	10 %	$
2. Materials	%	$
D. Current Charges		
1. Rents	5 %	$
2. Insurance	%	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	10 %	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	%	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	%	$
TOTAL	%	$298,000

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$ 278,000
Concessions	$
Fees & Charges	$ 20,000
Other	$
TOTAL	$ 298,000

Information on the Sources of Federal and State Public Funds.

	SOURCE OF FUNDS	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal & State	State Commission	$18,000	Vocational Rehabilitation	70

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicapped Individuals Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	1						1																					
Supervisor (TR Specialist)	1						1																					
Leader (TR Worker)*	1						1			1																		
Aide II (TR Technician)																												
Aide I (TR Assistant)																												
Volunteer	300																											

Staff Development Training

The program reported the following staff development training.

	Presently Conducted										Recommended									
Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members																				
Administrator	X	X																		
Supervisor	X	X	X	X	X	X	X	X	X											
Leader	X	X	X	X	X	X	X	X	X											
Aide	X	X	X	X	X	X	X	X	X											
Volunteer	X		X	X					X											
Other______																				

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Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	This was a problem in providing service		The agency has solved this problem	
	Yes	No	Yes	No
Architectural Barriers	X			X
Transportation for Participants	X		X	
Insurance for staff participants, volunteers				
Staff and Indirect Barriers				
Community attitudinal Barriers	X			X
Locating or finding handicapped	X		X	
Inadequate funding for programs	X			X
Training of staff to serve handicapped				
Employment of Handicapped in Recreation and Leisure Service	X			X

Our efforts in elimating these problems are as follows.

1. Transportation: Partially solved by utilizing community resources supplemented by our own vehicles obtained from Urban Mass Transit Grant.

2. Leadership: Taken in having insurance provided for volunteers on no-name basis at low cost.

3. Nature of community-oriented program: Helpful in removing barriers as well as educational program for school system (Insight Program), but attitudes still remain.

4. Community: Program and reach-out efforts helpful.

5. Funding: Always a problem. We are now attempting to obtain state rehabilitation funds for leisure counseling.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two section--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving															
- Swimming - Instructional															
- Swimming - Free	X			X	X	X	X	X							
- Water Sports															
- Water Safety															
- Other: ____															
- Other: ____															
Crafts															
- Floral Crafts	X						X	X			X				
- Leather Crafts	X						X	X			X				
- Mechanical Crafts	X						X	X			X				
- Metal Crafts	X						X	X			X				
- Paper Crafts	X						X	X			X				
- Wood Crafts	X						X	X			X				
- Handicrafts	X						X	X			X				
- Other: ____															
- Other: ____															
Cultural/Ethnic															
- Festival	X			X	X	X	X	X					X		
- Exhibits/Demonstrations	X			X	X	X	X	X					X		
- Other: ____															
- Other: ____															
Arts-Graphics															
- Art Appreciation															
- Art exhibit-shows	X			X	X	X	X	X					X		
- Drawing															
- Painting	X						X	X			X				
- Photography															
- Sculpture	X						X	X			X				
- Other: ____															
- Other: ____															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet															
- Ethic															
- Folk															
- Modern															
- Record Dance															
- Social	X						X	X			X				
- Square															
- Other: ____															
- Other: ____															
Drama															
- Children's Theater															
- Community Theater															
- Creative Character															
- Pageants															
- Readings - Poetry/Prose	X						X	X			X				
- Stage Craft															
- Puppetry															
- Radio/TV															
- Talent Shows															
- Other: ____															
- Other: ____															
Career Education/Guidance															
- Community Based Recreation	X		X	X	X	X	X	X		X					
- Leisure Entertainment and Enterprises	X				X	X	X	X				X			
- Resource Based Recreation															
- Tourism and Hospitality															
- Career Guidance	X		X	X	X	X	X	X		X					
- Career Placement	X		X	X	X	X	X	X		X					
- Other: ____															
- Other: ____															
Collecting and Hobbies															
- Collecting															
- Hobbies	X						X	X			X				
- Other: ____															
- Other: ____															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X				X	X	X	X	X						
- Communication Skills	X				X	X	X	X	X						
- Cooking Skills	X				X	X	X	X	X						
- Grooming/Hygiene	X			X	X								X		
- Sex Education	X			X	X	X	X	X	X						
- Shopping Skills	X			X	X	X	X	X	X						
- Time Skills	X														
- Travel Skills	X			X	X	X	X	X	X						
- Other: ______															
- Other: ______															
Entertainment															
- Radio	X				X	X	X	X	X						
- TV															
- Theater															
- Sport in Event															
- Other: ______															
- Other: ______															
Fitness															
- Exercise Program															
- Weight Program															
- Jogging															
- Mobility Training	X		X	X	X	X	X	X	X						
- Gymnastics															
- Other: ______															
- Other: ______															
Games															
- Card Games	X				X	X	X	X			X				
- Board Games	X				X	X	X	X			X				
- Puzzles											X				
- Other: ______															
- Other: ______															
Leisure Education															
- Skills Classes	X		X	X	X	X	X	X	X						
- Leisure Education Classes															
- Survey Community Resources															
- Other: ______															
- Other: ______															

	Currently offer this program/activity		Group served by program/activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment	X		X	X	X	X	X	X	X						
- Placement	X		X	X	X	X	X	X	X						
- Follow-up	X		X	X	X	X	X	X	X						
- Other: ______															
- Other: ______															
Mental/Literary															
- Discussion Groups							X	X			X				
- Creative Writing															
- Reading	X			X	X	X	X	X	X						
- Correspondence	X			X	X	X	X	X	X						
- Other: ______															
- Other: ______															
Music															
- Choral Groups															
- Instrumental Groups															
- Music Appreciation	X						X	X		X					
- Festivals															
- Lessons															
- Singing															
- Talent Shows															
Outdoor Recreation															
- Boating															
- Camping															
- Fishing	X						X	X					X		
- Gardening															
- Horticulture															
- Hiking/Backpacking															
- Hunting															
- Mountain Climbing															
- Outdoor Education															
- Nature Studies	X						X	X					X		
- Other: ______															
- Other: ______															

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social/Organization															
- Church Groups															
- Clubs															
- Consumer Groups															
- Special Interest Groups															
- Fraternal Organization															
- Parties															
- Picnics	X						X	X					X		
- Political Groups															
- Volunteer Groups	X			X	X	X	X	X	X						
- Other															
- Other															
Special Events															
- Birthdays															
- Fairs															
- Holiday Ceremonies															
- Other															
- Other															
Sports, Individual-Competiter															
- Bowling	X			X	X	X	X	X		X					
- Golf															
- Horseshoes															
- Pocket Billiard															
- Table Tennis															
- Tennis															
- Track & Field															
- Wrestling															
Sports, Individual Non-Competitive															
- Archery															
- Bicycling	X			X	X	X	X	X	X						
- Horseback Riding															
- Ice Skating															
- Rifelry															
- Roller Skating															
- Winter Sports (Cross-country skiing)	X			X	X	X	X					X			

	Currently offer this program/ activity		Group served by program/ activity						Frequency that program/activity is offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball															
- Basketball															
- Football															
- Field Hockey															
- Soccer															
- Softball															
- Volleyball															
- Other															
- Other															
Tourism and Travel															
- Outings	X						X	X				X			
- Hosteling															
- Out-of-state Travel															
- International Travel															
- Special Olympics															
- Other															
- Other															
Voluntary Service															
- Leisure Leader Activities	X				X	X	X	X	X						
- Community Activities	X				X	X	X	X	X						
- Teacher/Tutor	X				X	X	X	X	X						
- Conversing	X				X	X	X	X	X						
- Other Driving	X				X	X	X	X	X						
- Other Activities	X								X						

Facilities

The major facilities used by our special populations recreation program are reported below.

Primary facilities owned, controlled or directed by public agencies.

1. Senior citizens center -- New Rochelle, Mount Vernon, Yonkers, N.Y.
2. Bryant Avenue Methodist Church, White Plains, N.Y.
3. Presbyterian Church, Mont Kisco, N.Y.
4. Elks Club, White Plains, N.Y.
5. Mohansic State Park, Cross Country Skiing, Yorktown Heights, N.Y.

Primary facilities privately owned, controlled or directed.

1. White Plains Bowling Alley, White Plains, N.Y.
2. Shamrock Charter Fishing Boat, New Rochelle, N.Y.

Assessment/Evaluation/Accountability

The procedures we use for assesment, evaluation and accountability are reported below.

1. Regular meetings with consumers and consumer groups.
2. Weekly and monthly reports
3. Program records
4. Regular meetings with volunteers
5. Annual reports and review

THE WESTCHESTER LIGHTHOUSE

RECREATION PROGRAM

1976

This is a current report on the recreation program of the Westchester Lighthouse. The program has two parts: a SCHEDULED PROGRAM consisting of a series of regularly scheduled meetings and an INDIVIDUALIZED PROGRAM designed to meet the needs of clients on an individual basis. These programs are supervised by two staff persons, both professionals with Masters Degrees in recreation therapy.

SCHEDULED PROGRAM

Recreation meetings are attended by clients referred by the WLH social work staff. The activities are varied and designed to carry over at home: handcrafts, sewing, cooking, current events, music appreciation, and rug making are examples. Meetings are held bi-weekly from 10:00 A.M. through lunch in the following community recreation centers:

NEW ROCHELLE: Davis Avenue Senior Citizens Center; first and third Thursdays; lunch purchased from Nutrition Program; 41 attend; 22 volunteers; 10 volunteer drivers.

YONKERS: Coyne Park Senior Citizens Center; second and fourth Thursdays; lunch prepared by volunteers, 1 session contributed by Hugenot Church, 1 purchased by WLH; 25 attend; 11 volunteers; 6 volunteer drivers.

WHITE PLAINS: Elks Club; second and fourth Wednesdays; lunch purchased by WLH for one session, one contributed by Church in the Highlands; 28 attend; 20 volunteers; 8 volunteer drivers.

MOUNT KISCO: Presbyterian Church; first and third Tuesdays; lunch purchased by WLH, made up by volunteers; 15 attend; 8 volunteers; 4 volunteer drivers.

MOUNT VERNON: Senior Citizens Center; planned to start in March on alternate Tuesdays or Wednesdays; meals from Nutrition Program; 22 expected to attend; number of volunteers and volunteer drivers not set yet.

ALL COUNTY MEETINGS: Bryant Avenue Methodist Church, White Plains; usually last Monday of the month; meals purchased by WLH and prepared by volunteers; open to all clients; 100 attend; 32 volunteers, 28 volunteer drivers.

BOWLING: White Plains Bowling Alley; every Monday night; refreshments purchased; 25 attend; 20 volunteers; 8 volunteer drivers.

Scheduled Programs, continued

FISHING TRIPS: On chartered fishing boat on Long Island Sound. Two charters a summer; 25 attend each trip; 3 volunteers.

In addition, arrangements are made for those participants in the program to attend the special county-wide programs sponsored by the Westchester County Department of Parks and Recreation and local recreation programs such as: Senior Citizen Hops; Senior Citizens Fishing Rodeo; Senior Citizens Boat Rides; Senior Citizens Special Show.

During the summer months clients are encouraged to attend summer camps for the sighted. After arrangements have been worked out with camps in the area, the staff mobility instructor meets with the camp staff to acquaint them with guiding techniques and other procedures. This instructor then helps the blind or visually handicapped person become oriented to the camp. During the 1975 camping season 32* persons attended resident camps at 8 different camps; in addition, 22 persons attended six different day camps.

The recreation programs are under the supervision of a full-time Recreation Therapist. Activities carried on at the various sites are conducted by volunteers under the supervision of the staff person. Except for twelve passengers transported in the agency van, all other participants in this program are transported by volunteers, and volunteers also assist with the meal preparation and serving. Entertainment provided for at the All County Meeting is done on a volunteer basis by community groups and organizations. Bowling on Monday nights is partially paid for by the White Plains Lions Club as well as the refreshments served during that program.

The scheduled recreation program is primarily for elderly blind persons who are unable for various reasons to participate in sighted community activities. Though operated by the Westchester Lighthouse they are held in community facilities to help in gaining understanding, visability, and acceptance of the blind and visually handicapped by the community.

INDIVIDUALIZED RECREATION ASSISTANCE

The other Recreation Therapist is responsible for developing and carrying out one-to-one individualized service designed to help the individual maximize use of leisure time. If at the time of intake the social worker and applicant decide that help in identifying and utilizing leisure time activities is one of the applicant's needs, the applicant is referred to the Recreation Therapist. The Therapist visits the client at home and an evaluation is made as to the kinds of leisure activities in which the person might like to participate. These needs and desires are matched with available community resources. The client is then encouraged to participate in those activities by the staff person who might arrange for transportation, assign a volunteer, or conduct an educational orientation meeting with a group at the sighted center easing the way for the client.

Since the largest number of persons receiving service from this agency are 60 years of age or over, a great deal of emphasis has been placed on relating the elderly individual to the on-going, existing Nutrition Programs which are available in various communities throughout Westchester. Towards that end, the following is a breakdown of the progress made as a direct result of this agency's involvement with both the individual and the Nutrition Programs:

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*Including children.

Nutrition Programs

PROGRAM SITES	Attending Presently	Pending	Wish to Go, No Transportation
1. Greenburgh-Fairview Community Center	4		
2. Dobbs Ferry	0		
3. Tarrytown		1	
4. Mount Kisco		1	
5. Mount Vernon Model Cities	3	10	8
6. Mount Vernon Recreation Armory	4		
7. New Rochelle Banker St. Center	0		
8. New Rochelle CAA	10		
9. Ossining	0	3	
10. Peekskill	0		
11. Port Chester	2		
12. White Plains	4	3	
13. Yonkers - Masonic Temple	15	6	
14. Yonkers - Crescent Pl. Church	0		
15. Yonkers - Messiah Baptist	0		
16. Mamaroneck (not opened)			1
TOTALS	39	25	9

In addition to the placement of clients in the Nutrition Programs the Recreation Therapist planned with and arranged for individuals to attend:

Adult Education Upholstery Class
Public Recreation Guitar Class
Board of Education Consumers Affairs Class
Westchester Community College Course
Community Volunteer Programs
RSVP Volunteer
Theatrical Groups
Carpentry Class

The Recreation Therapist has also arranged for individuals to attend the following community activities:

Senior Citizens Picnics
Halloween Hops
C.P. Annual Art Show

Many clients referred for this specialized service are unable to go because of physical incapacities. In these instances, the Recreation Therapist helps them develop activities in the home. The Craftsman Corner in Mount Kisco, a community project for senior citizens, has been used to market some of the articles made in the home under this program. Others who can go out are encouraged and helped to do so. At present, the Recreation Therapist is working with thirteen different persons on home assignments.

Understanding and acceptance by the sighted community can only come about through aggressive, planned for, and continual involvement in community affairs by the entire agency staff. This is especially true for the community Recreation Therapist whose responsibility is not only confined to the client but also to work with those community agencies and groups which can be used as a resource. Towards that end, the following are speaking engagements that both recreation workers have had since September of 1975:

Nursing Homes
Consumer Program
Mount Vernon Recreation Armory
New Rochelle Hospital
New Rochelle CAA
Red Cross Swimming Program
Westchester Community College Course
  on Recreation

These workers are also active in the following community committees and associations:

Chairman, County-Wide Workshop in May (Focus IV)
Special Services Committee
Westchester County Recreation and Parks
  Association
Port Chester Council of Community Services
Mount Vernon Council of Community Services
New Rochelle Council of Community Services
Port Chester Nutrition Board
Westchester Council of Senior Citizens, Inc.

It is anticipated that in the immediate future the leisure time activities for all persons known to this agency will be greatly enhanced as a direct result of involvement in community affairs. A grant request made last year for purchasing at 20% of cost two station wagons under the Urban Mass Transit legislation has been approved and delivery should be in the next month or so. Drivers for these vehicles will be obtained from the County Manpower Office and the Office of the Aging. Their complete salaries will be underwritten by CETA funding. This means that this program will have increased one of the most important ingredients -- transportation -- for community involvement at a minimal cost to the agency.

The assignment of a full-time Recreation Therapist on a case work basis for each individual referred for assistance with leisure time needs is an innovative program unique to the Westchester operation. Generally speaking, the blind and visually handicapped individual does have a greater need for help in utilizing leisure time than does the sighted person who can often pass such leisure hours through visual observation only. While the Recreation Therapist does help in planning and placement, the right and responsibility of the individual to make his/her own decision and to take an active part in follow-up is emphasized.

As more leisure time becomes available for the population in general and as greater attention is given to creating and developing life styles to carry through all ages the concentrated attention on this special need of the blind and visually handicapped individual will become even more important in the years ahead.

--Chester T. Williams, Director
--Myra B. Ivory, Recreation Director
--Elliott Dalrymple, Recreation Worker

THE HARTFORD SOCIO-RECREATION PROGRAM for the CEREBRAL PALSY and/or MULTIPLY HANDICAPPED INDIVIDUAL MODEL

by Mr. Craig Huber

Program Overview

Who served: We serve the Greater Hartford Community - 26 local towns.

Primary activities provided: We provide the following: pre-school, camping program (residential), consumer advocacy council, adult recreational program - poker, wheelchair soccer, wheelchair square dancing, archery, general recreation, arts and crafts, culture program, horsebackriding, swimming, pre-teen, bowling, out trips, dances, transportation (dial-a-ride), and social work.

Primary facilities used: Our primary resources are Community based recreational resources.

Staffing: Executive director, administrative assistant, program director, secretary, transportation-recreation director, transportation coordinator, four drivers, social worker, pre-school teacher, 14 staff members at the residential camp, and volunteers.

Budget: $500,000

Values and goals: To work with the professional staff in providing both diversionary and therapeutic programs for the individual handicapped. Working toward, the elimination of the position, i.e., that public recreation departments will absorb the responsibilities of providing recreation for the physically disabled child and adult. Providing activities that will meet both group and individual recreation needs of our agency's consumers upon consultation of the Consumer Advocacy Council. Professional support for therapeutic recreational organizations and for any type of advocacy for the disabled. Providing recreational counseling and facilitating the involvement of the cerebral palsied in total planning for his or her recreation. Educating the physically disabled for leisure. Associating with colleges and universities who offer courses for the disabled in order to help students become more sensitive towards working with the disabled.

Philosophy and Rationale

In addition to the responses that we have made to the basic 20 statements of philosophy and rationale, we in the Hartford Socio-Recreation Program for the Cerbral Palsy and/or Multiply Handicapped Individual Model place very high priority on the following special views in regard to community recreation programs and services for handicapped.

Educators in recreation field are training students for a very small job market.

Federal money should be channelled into local communities for program implementation instead of into the academia.

A bridge needs to be constructed to connect the communication gap between the academic world and the professionals in the recreation field.

Classification of Budget Expenditures.

	Percentage	Amount
A. Services-Personnel		
1. Salaries, full time	4.0 %	$
2. Salaries, part time	68.6 %	$
3. Other compensations	2.0 %	$
B. Services-Contractual		
1. Communication	1.7 %	$
2. Transportation	5.1 %	$
3. Printing, binding, and advertising	0.2 %	$
4. Heat, light, power and water	1.4 %	$
5. Repairs (equipment/ structures	3.1 %	$
6. Janitorial, cleaning, other services	%	$
C. Commodities		
1. Supplies	1.0 %	$
2. Materials	1.0 %	$
D. Current Charges		
1. Rents	1.4 %	$
2. Insurance	3.3 %	$
3. Refund, awards, indemnities	%	$
E. Current Obligations		
1. Pensions and retirements	3.2 %	$
2. Grants and subsidies	%	$
3. Taxes	%	$
F. Properties		
1. Buildings and improvements	2.9 %	$
2. Equipment	%	$
3. Land	%	$
G. Debt Payments	1.1 %	$
TOTAL	75 %	$ 250,000

Funding and Budget

Major Sources of Funds for the Current Fiscal Year.

City parks and recreation funds	$
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$ 46,500 (State and Federal)
Federal grants	$
Contributions, donations	$ 257,193
Concessions	$
Fees & Charges	$ 37,300
Other	$
TOTAL	$ 250,000

Our social worker and recreation director positions began with a Federal DPA grant in 1972 and funded us for three years. Our agency has recently absorbed both positions and the program.

We rely solely on private contributions and fund raising activities like walkathons and tel-athons. Our recreation budget is small, but we are creative in raising our funds. If uniforms are needed for our soccer team, we charge admission for people to see our games; and thus are able to enhance and finance important items that are not budgeted.

Personnel

The model program reported the number and levels of full time and part time personnel employed as well as the number of volunteers, whose responsibilities are concentrated on the handicapped. The figures below reflect Full Time equivalency, that is, six (6) half time recreation leaders would be reported as three (3) full time recreation leaders. The titles in parentheses are nomenclature used in the National Therapeutic Recreation Voluntary Registration System.

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicappe Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator	1					1							1															
Supervisor (TR Specialist)	1						1					1																
Leader (TR Worker)*																												
Aide II (TR Technician)	2	2		4					2	2								1					1					
Aide I (TR Assistant)																											1	
Volunteer		30	1	1	1	1			1	1	1					1	1	1										10

Staff Development Training

The program reported the following staff development training.

Participants in Staff Development	Presently Conducted: Orientation (Agency Policy/Philosophy, etc)	Presently Conducted: Administrative/ Management Skills	Presently Conducted: Program Activity Skills	Presently Conducted: Support Services	Presently Conducted: Special Equipment Needs	Presently Conducted: Safety/First Aid Procedures	Presently Conducted: Physical Barriers	Presently Conducted: Attitudinal Barriers	Presently Conducted: Leadership Training	Presently Conducted: Other Topics (Fill In)	Recommended: Orientation (Agency Policy/Philosophy, etc)	Recommended: Administrative/ Management Skills	Recommended: Program Activity Skills	Recommended: Support Services	Recommended: Special Equipment Needs	Recommended: Safety/First-Aid Procedures	Recommended: Physical Barriers	Recommended: Attitudinal Barriers	Recommended: Leadership Training	Recommended: Other Topics (Fill In)
Consultant				X			X	X			X	X			X					
Board Members		X		X	X		X	X					X		X					
Administrator	X	X		X	X		X	X												
Supervisor	X	X	X	X	X	X	X	X	X											
Leader			X			X	X	X	X											
Aide			X			X	X	X	X											
Volunteer			X		X		X	X	X											
Other________																				

Special Problem Areas

Our experience in special problem areas is reflected below.

Problem Areas	Was this a problem in providing leisure services to handicapped?		Has your agency solved this problem?	
	Yes	No	Yes	No
Architectural Barriers	Sometimes		X	
Transportation for Participants	X		X	
Insurance for staff participants, volunteers	X		X	
Staff and Indirect Barriers		X		
Community attitudinal Barriers	X		X	
Locating or finding handicapped	X		X	
Inadequate funding for programs	X		X	
Training of staff to serve handicapped		X		
Employment of Handicapped in Recreation and Leisure Service	X		X	

Our efforts in eliminating these problems are as follows.

We solve the problems of architectual barriers by using the facility and making it accessible even if it is not. Through continued use, suddenly ramps appeared.

By far our biggest expense is transportation. At the moment, it is the crux to the success of our programs. However, our leadership in the field has made local governments aware of transportation needs. Our biggest step was having two of our consumers sue the Hartford Transit Authority for inaccessible buses.

All of the above problems are attacked by our agency. What it all comes down to is money and community acceptance of this responsibility. When the money is channelled properly through local controls, the status of the disabled will improve.

The community is where the disabled must grow, not be confined to the institutions. If our agency can put itself out of business by advocating for these issues, then we have done our job.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
Aquatics	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Residential camp		
- Life Saving		X													
- Swimming - Instructional	X		X	X	X	X	X			X					
- Swimming - Free	X		X	X	X	X	X			X					
- Water Sports		X													
- Water Safety	X		X	X	X	X	X						X		
- Other:															
- Other:															

Crafts	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Residential camp		
- Floral Crafts	X				X	X	X					X			
- Leather Crafts	X				X	X	X					X			
- Mechanical Crafts		X													
- Metal Crafts	X				X	X	X					X			
- Paper Crafts	X				X	X	X				X				
- Wood Crafts	X				X	X	X				X				
- Handicrafts	X				X	X	X			X					
- Other:															
- Other:															

Cultural/Ethnic	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Residential camp		
- Festival	X										X				
- Exhibits/Demonstrations	X										X				
- Other:															
- Other:															

Arts-Graphics	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other Residential camp		
- Art Appreciation	X					X	X				X				
- Art exhibit-shows	X					X	X				X				
- Drawing	X					X	X					X			
- Painting	X					X	X				X				
- Photography		X													
- Sculpture		X													
- Other:															
- Other:															

Dance	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
- Ballet															
- Ethic															
- Folk															
- Modern															
- Record Dance	X				X	X						X			
- Social	X				X	X	X				X	X			
- Square	X					X	X			X					
- Other:															
- Other:															

Drama	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
- Children's Theater		X													
- Community Theater	X												X		
- Creative Character		X													
- Pageants		X													
- Readings - Poetry/Prose	X											X			
- Stage Craft	X											X			
- Puppetry	X												X		
- Radio/TV	X												X		
- Talent Shows	X												X		
- Other:															
- Other:															

Career Education/Guidance	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
- Community Based Recreation	X				X	X	X		X						
- Leisure Entertainment and Enterprises	X			X	X	X	X					X			
- Resource Based Recreation	X				X	X	X		X						
- Tourism and Hospitality	X				X	X	X				X				
- Career Guidance	X					X	X						X		
- Career Placement		X													
- Other:															
- Other:															

Collecting and Hobbies	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
- Collecting	X				X	X	X					X			
- Hobbies	X				X	X	X			X					
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X				X	X	X			X					
- Communication Skills	X				X	X	X			X					
- Cooking Skills	X				X	X	X			X					
- Grooming/Hygiene	X				X	X	X			X					
- Sex Education	X				X	X	X			X					
- Shopping Skills	X				X	X	X				X				
- Time Skills	X				X	X	X			X					
- Travel Skills	X				X	X	X					X			
- Other:															
- Other:															
Entertainment															
- Radio	X				X	X	X		X						
- TV	X				X	X	X			X					
- Theater	X				X	X	X				X				
- Sport in Event	X				X	X	X					X			
- Other:															
- Other:															
Fitness															
- Exercise Program	X				X	X	X			X					
- Weight Program	X				X	X	X			X					
- Jogging	X				X	X	X			X					
- Mobility Training	X				X	X	X			X					
- Gymnastics	X			X	X	X	X			X					
- Other:															
- Other:															
Games															
- Card Games	X					X	X			X					
- Board Games	X			X	X	X	X								
- Puzzles	X				X	X	X			X					
- Other:															
- Other:															
Leisure Education															
- Skills Classes	X				X	X	X			X					
- Leisure Education Classes	X				X	X	X								
- Survey Community Resources		X													
- Other:															
- Other:															

Individual Counseling

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Leisure Settlement (counseling, Guidance															
- Assessment	X				X	X	X			X					
- Placement	X				X	X	X				X				
- Follow-up	X				X	X	X				X				
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	X					X	X			X					
- Creative Writing	X					X	X						X		
- Reading	X					X	X			X					
- Correspondence	X					X	X			X					
- Other:															
- Other:															
Music															
- Choral Groups		X													
- Instrumental Groups		X													
- Music Appreciation	X					X	X						X		
- Festivals	X					X	X						X		
- Lessons		X													
- Singing		X													
- Talent Shows	X												X		
Outdoor Recreation															
- Boating	X		X	X	X	X	X						X		
- Camping	X		X	X	X	X	X						X		
- Fishing	X			X	X	X	X						X		
- Gardening	X			X	X	X	X						X		
- Horticulture	X			X	X	X	X						X		
- Hiking/Backpacking	X			X	X	X	X						X		
- Hunting		X													
- Mountain Climbing		X													
- Outdoor Education	X			X	X	X	X						X		
- Nature Studies	X		X	X	X	X	X						X		
- Other:															
- Other:															

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Social Organization															
- Church Groups		X													
- Clubs	X				X	X	X				X				
- Consumer Groups	X				X	X	X				X				
- Special Interest Groups	X				X	X	X				X				
- Fraternal Organization		X													
- Parties	X				X	X	X				X				
- Picnics	X				X	X	X					X			
- Political Groups		X													
- Volunteer Groups	X										X				
- Other ____________															
- Other ____________															
Special Events															
- Birthdays	X				X	X	X						X		
- Fairs	X				X	X	X						X		
- Holiday Ceremonies	X				X	X	X						X		
- Other ____________															
- Other ____________															
Sports, Individual-Competiter															
- Bowling	X				X	X	X			X					
- Golf	X						X								
- Horseshoes	X			X	X	X	X						X		
- Pocket Billiard	X				X	X	X			X					
- Table Tennis	X				X	X	X						X		
- Tennis		X													
- Track & Field	X				X	X	X			X			X		
- Wrestling	X				X	X	X						X		
Sports, Individual Non-Competitive															
- Archery	X				X	X	X			X					
- Bicycling	X				X	X	X								
- Horseback Riding	X				X	X	X			X					
- Ice Skating (once)	X				X	X	X								
- Rifelry	X				X	X	X					X			
- Rollar Skating	X				X	X	X					X			
- Winter Sports	X				X	X	X					X			

Individualized -
stroke patient
ex-golf pro now
teaching it

Individualized -
3 wheel adult bike

	Currently Offer this Program/Activity		Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball															
- Basketball	X				X	X	X				X				
- Football		X													
- Field Hockey		X													
- Soccer (wheelchair)	X				X	X	X			X					
- Softball	X				X	X	X				X				
- Volleyball	X				X	X	X			X					
- Other ____________															
- Other ____________															
Tourism and Travel															
- Outings	X				X	X	X					X			
- Hosteling	X				X	X	X					X			
- Out-of-state Travel	X				X	X	X					X			
- International Travel		X													
- Special Olympics	X				X	X	X					X			
- Other ____________															
- Other ____________															
Voluntary Service															
- Leisure Leader Activities	X											X			
- Community Activities	X									X					
- Teacher/Tudor	X									X					
- Conversing	X									X					
- Other ____________															
- Other ____________															

Facilities

The major facilities used by our special population recreation program are reported below.

Primary facilities owned, controlled or directed.

1. Gymnasium
2. Pool room
3. Kitchen
4. Arts and crafts room
5. Meeting rooms

All are part of an accessible, multiply equipped building.

Primary facilities owned, controlled or directed by public agencies.

1. Swimming pool
2. High school gyms
3. Parks (municipal and state)
4. Harkness estate - state owned park where our residential summer camp is located
5. Community resources - libraries, museums

Primary facilities privately owned, controlled or directed.

1. Horseback riding stables
2. Bowling alleys
3. Archery lanes
4. Theaters, shopping malls
5. Restaurants, playhouses, etc.

Additional Comments/Suggestions

We accomplished amazing things through adaptation, faithful volunteers and a lot of dedication. Creating experiences through meaningful recreation activities is the key to our success.

Our programs flow from one stage to the next. People give to each other. The more we involve the disabled, the stronger our programs become. Each program whether it be our wheelchair soccer team, or our culture group, are entities in themselves with goals and objectives. The contribution of each individual whether disabled or not is based on a love for people and their social growth.

The following statements are intended to describe the philosophy, goals, objectives, and activities of the recreation program at the Greater Hartford United Cerebral Palsy Association. The descriptions represent the present situation and should be considered as a point of departure from which the role of advocacy for the handicapped will slowly be assimilated by the community's acceptance of this responsibility.

PHILOSOPHICAL CONSIDERATIONS

Recreation is a concept that has very basic components, despite its diverse expressions and debated consequences. It satisfies the human need to play and requires a segment of time, a place, and individual choice. The activity exerted during this moment may inspire stimulation of any combination of cognitive, affective, or motor responses that can relax, exhaust, restore, or recreate the individual.

Expressions of recreation can range from digging a ditch to playing golf or to reading a book. Certain recreational activities could be beneficial for one person but destructive for another. Another important aspect of recreation is that many consequences acquired in such an experience are similar to those acquired in work. In fact, a very small delineation separates work from recreation; one is pursued for no other means than the enjoyment thereof, while the other is accomplished for a means to an end. The importance of recreation is that it deals with creativity and thus human growth.

In the present day of age, where work time is becoming lessened by technological advancements, the American public will have more leisure time. Greater cultural emphasis on recreation will inevitably evolve and this phenomena accentuates the importance of creating recreational opportunities that will insure leisure growth according to the individual's level of competence.

Recreation serves a relevant role in meeting the needs of the handicapped adult. Due to the severity of one's handicapping situation, many disabled adults in our society are unable to do productive work and consequently have a lot of potential leisure time. Through exposure to recreational activities, the individual, according to his interests and capabilities, will hopefully develop a purpose to his existence, acquire experience relevant to developmental growth patterns, and create and contribute to the society of which he is a part.

RECREATION AT UNITED CEREBRAL PALSY

Recreation is one aspect of the multi-faceted program approach at UCP. The agency's existence is to act as an advocate for the physically and mentally handicapped through birth to death. It attempts to insure the multiply handicapped person in the community of meeting his social, occupational, housing, physical, financial, educational and recreational needs.

Along with these services, the agency strives for legislative reforms, the elimination of architectural barriers, and community education of handicapped needs, in order to help the disabled person become a more viable citizen of his community.

Recreation's involvement in this integrating effort is to reach out into the community and get the disabled involved in appropriate community-orientated activities. Involvement by the individual person may be diversional, educational, or therapeutic, depending on his or her existential situation. Working with the various disciplines, emphasis is placed on individual development and the hopeful goal of integrating the disabled person into community interactions as realistically as possible.

Programs are carried on six to seven days a week and are directed primarily to older teenagers and adults. Although the agency has over 200 clients on file, recreation services about 100-125 during certain special events and 75 regularly throughout the week. Programs range from various sports, table games, special events, arts & crafts, trips, cards, square dancing, woodworking, swimming, bowling, adult education, and a summer camping program. The agency supplies transportation for all programs and reaches into the Greater Hartford area: Granby, West Hartford, Suffield, Windsor Locks, East Hartford, Warehouse Point, New Britain, etc. Along with the transportation coordinator, there are two drivers for day programs and two drivers for night programs.

The recreation director has many roles. He is accountable to the program director and works in close conjuction with the agency's Social Worker. In better meeting the needs of the individually handicapped, certain overlapping of services are required. Consequently, a delicate balance must be instituted between these disciplines in accomplishing both agency and professional goals.

Conscious of this interdisciplinary approach, the recreation director must (1) plan, institute, supervise, and lead various recreational activities that are appropriate for the adult population served. (2) keep the recreation equipment and facility clean and operable, (3) maintain individual progress sheets who needs such attention (4) attend staffings and staff meetings under the auspices of the program director, (5) supervise and train volunteers involved in any recreation programs, (6) direct the summer camp program, (7) evaluate porgrams to eliminate inappropriate ones and create better ones according to time, place, and need, (8) work with the parent's association to establish a once a month recreation program (9) involvement in local and national professional societies.

GOALS OF THE RECREATION DEPARTMENT

1. To work with the professional staff in providing both diversionary and therapeutic programs for the indivdual handicapped.
2. Working toward the elimination of the position, i.e. that public recreation departments will absorb the responsibilities of providing recreation for the physically disabled child and adult.
3. Providing activities that will meet both group and individual recreation needs of our agency's consumers upon consultation of the Consumer Advocacy Council.
4. Professional support for therapeutic recreational organizations and for any type of advocacy for the disabled.
5. Providing recreational counseling and facilitating the involvement of the cerebral palsied in total planning for his or her recreation.
6. Educating the physically disabled for leisure.
7. Associating with colleges and universities who offer courses for the disabled in order to help students become more sensitive towards working with the disabled.

THE CEREBRAL PALSY OLYMPIC GAMES

Introduction

The purposes of this sport meet are many. Specifically, this meet will be the first organized sports meet on a national level for cerebral palsy and multihandicapped individuals. Sports meets such as the Paralympics, and other wheelchair meets, have met with wide acceptance and success. Even special olympics for the mentally retarded have been developed in many countries, including the United States, with the same degree of achievement. Unfortunately, although cerebral palsied and multi-handicapped individuals are allowed to compete in many of these events, they do so at a disadvantage due to the nature of their handicaps.

The International Cerebral Palsy Society in 1972 organized the first meet for the multihandicapped in what was called the European Spastics Games. This event closely followed the format of the Olympics and games which had been conducted in England. As other European countries began to organize their own national games, the ICPS sponsored an International Spastics Games in London. Although this meet at Springfield College will not be of such proportions as these mentioned, it is hopeful it will be an inspiration to organize a national meet.

In this meet, as in the ICPS sponsored games, the competitors will be classified according to Mr. Gershon Humberman's format, in order to make the competition as fair as possible. It is our hope, in this meet, that one of our prime purposes is achieved. Although we expect winning and losing to be of importance, we hope everyone understands the importance of involvement. We hope to get everyone from all classifications into as many events as possible. This meet is a way in which these handicapped persons can demonstrate their highest abilities. Although the classification system recognizes a person's level of disability, it is our hope that through the competition a person will be able to achieve his highest capabilities.

Participants Defined

This meet is specifically for those multi-handicapped individuals who cannot achieve success or compete fairly in existing wheelchair games and special olympics. The participants will be cerebral palsied and other multihandicapped persons with brain damage, incoordination and muscle weakness which makes it difficult to compete on a successful level with other disabled persons. Although participants may choose the events in which they wish to compete, they must choose these according to their classifications, as described below. It is hopeful that all participants will be classified according to their highest ability and level of independence which we feel is important in order to achieve the most satisfying experience for an individual. It is also advised that all participants have coaches to assure proper training for this meet. The participants will be required to have authorization to compete from a physician, releasing Springfield College and United Cerebral Palsy from liability. The organization committee reserves the right to disqualify any persons who do not meet the prescribed qualifications.

Classifications

Class I	those able to ambulate freely without any assistance (able to run and jump); minimally handicapped and/or afflicted with C.P.
Class II	those ambulating with difficulty with or without walking aids. Able to use tricycle; if unable to use tricycle, a person may move to Class III.
Class III	those using wheelchairs for competition who use upper limbs to move their chairs.
Class IV	those needing wheelchairs for ambulating who use their lower limbs to move their chairs.
Class V	severely handicapped; those requiring the use of an electric wheelchair.

- We recognize the possibility that there may be great differences of ability among class participants. If this appears as it might we will try to modify the problems at the coaches meeting.
- Anyone participating in Class I cannot take part in any other class.
- Class II is an open and flexible class. Anyone may participate in this class with the exception of Class I participants.
- Tricycles must be provided by the participant. Any standard adult tricycle will be accepted (non-motorized).

Organizing Committee

This sports event will be directed by Kathi Connolly and Gary Dormandy, who are presently graduate students at Springfield College in Adapted Physical Education. As chairpersons of the organizing committee they will work under the advice and supervision of Mr. Craig Huber, Recreation Director of United Cerebral Palsy in Greater Hartford. This event will officially take place Saturday, May 1, At this meeting procedures for the events, any problems and a detailed analysis of the day's activities will be discussed. Also, more information will follow this notice concerning possible accomodations, meals, time schedules, etc. If there are any questions that have not been answered please send all communications to:

Mr. Craig Huber
Recreation Director, UCP of Greater Hartford
80 Whitney Street
Hartford, Connecticut 06105

Sports Plan

We are offering individual competition in Archery, Swimming, Weight Lifting, Track and Field Events, and a special obstacle course for electric wheelchair participants. There will be team competition in a Track Relay and a Soccer Tournament. Descriptions of the events and possible modifications and adaptations are listed below.

I. Archery

Archery has been used as a sports event for the handicapped in the past. The event is open to participants from all classifications. Adaptations such as use of the feet are acceptable. Cross bows as well as regular bows are acceptable. The target will be of standard size. Assistance in nocking the arrow and stabilizing the individual is permitted; however, there may be no assistance in the aim or release. Each competitor will shoot forty arrows at a distance of twenty yards from the target. The highest point total of forty arrows denotes the winner.

II. Weight Lifting

Weight Lifting is valuable in terms of physical therapy and therapeutic exercise. We are including this event in order to develop competition in this area. Each participant should have had training in this event prior to the meet. Authorization from the coach will be necessary in order to insure the safety of the individual. The organizing committee recognizes possible difficulties in full extension of the arms; therefore, officials will determine full extension for each competitor. The coach will be permitted to stabilize the individual's legs if necessary. Weights ill be lifted from a bench press position beginning with thirty pounds. Three attempts will be given at each weight. The competitor must hold the weight at extension for two seconds.

III. Swimming

This is an excellent area for conditioning and physical therapy. Individuals should have trained for the swimming events for a sufficient period of time prior to the date of the meet. We recognize the fact that some partipants may need the use of a floatation device to aid them in swimming. Use of such devices is permissable given that it supports the body from the waist level and up. We hope that movement in the water with or without a device is the most independent movement possible for the individual. Use of specific floatation devices will be open to the direction of the judges.

Each competitor may swim on either their back or stomach and may push off from the wall with hands or feet. Touching the wall with any part of the body denotes a finish. Any individual with two false starts will be disqualified. Swimmers must stay within their lanes. The events are open to competitors from all classifications.

A. 25 Yard Dash (utilizing a floatation device)
B. 25 Yard Dash (no floatation device)
C. 75 Yard Distance Swim (utilizing a floatation device)
D. 100 Yard Distant Swim (no floatation device).

IV. Field Events

This area of competition is designed to provide participation for individuals from Classes I-IV. We hope that each competitor will have had ample practice time before the day of the meet.

A. Shot Put

The official shot to be used will weight 8.5 pounds except for Class IV competition. Each participant will be permitted three attempts; the best score will be recorded. The top five scorers in each class competition will participate in a final round to determine 1st, 2nd, and 3rd place winners.

Class I: standing position - feet stationary
one step release - both feet must stay behind line at all times must be a "put", not a throw

Class II and III (wheelchair): one hip in chair at all times
feet must be in foot pedals coach may stabilize chair

Class IV (Wheelchair): 2.5 lb. medicine ball will be used
ball must be "thrust", not kicked with one foot on concrete surface - accuracy and distance are important.

B. Standing Long Jump (Class I)

Each participant will be allowed three attempts; the best jump will be recorded. There will be 1st, 2nd, and 3rd place winner. One foot must hit the toe board on the take-off. Measurement will be from the heel of the back foot impression to the toe board.

C. Softball Throw (Class II and III)

Each participant will be allowed three attempts; the best throw will be recorded. There will be 1st, 2nd, and 3rd place winners. One hip must remain in the chair at all times. Both feet must remain in the foot pedals. The coach may stabalize the wheelchair if necessary.

D. Distant Kick

A playground ball of 12" diameter will be used. Each participant will be allowed three attempts; the best kick will be recorded. There will be 1st, 2nd, and 3rd place winners.

V. Track Events

Competitors from Classes I-V will have the opportunity to participate in this area. Anyone acquiring two false starts will be disqualified.

A. 100 Yard Run (Class I - Division A-100; Division B-50)

The individual must stand with both feet behind the line at the start. Each runner must stay in their lane for the entire run.

B. 220 Yard Run (Class I - Division A - No B Division)

Same rules as for the 100 Yard Run (A) except that a runner may break from their lane after founding the first curve of the track.

C. 100 Yard Dash (Class II - only tricycles)

Each individual will be timed; the best time denotes the winner. The front wheel must be behind the line for the start. The coach may stabilize the tricycle if necessary throughout the entire dash.

D. Mile Race (Class II - tricycles)

Same rules as for 100 Yard Dash (C).

E. 100 Yard Dash (Class III - Division A - 100 yds.; Division B-50 yds.)

Same rules as for 100 Yards Run (A) except that the starting postion will be in a wheelchair with both wheels behind the starting line and both feet in the foot pedals at all times. Competitors must stay in their own lanes.

F. 220 Yard Dash (Class III - Division A-229 yds.; Division B-100 yds.)

Same rules as for 100 Yard Dash (E) except that competitors may break from their lanes after rounding the first curve on the track.

G. 60 Yard Dash (Class IV)

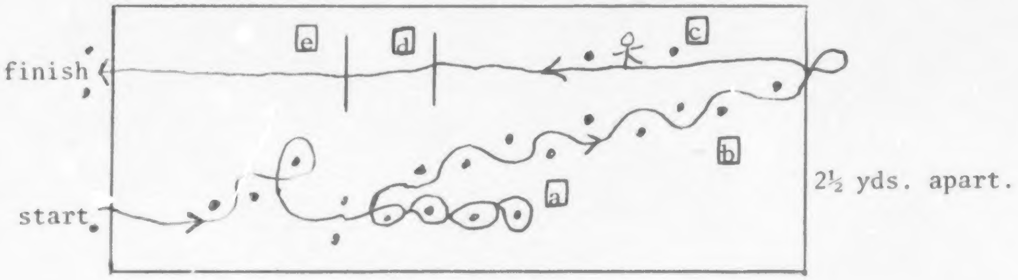
Individuals may propel their wheelchairs in a forward or backward direction. They may use one or two feet. The wheels must be behind the line at the start and each participant must stay in their lane for the entire race.

H. 220 Yard Dash (Class IV-Division A: Division B)

Same rules as for 60 Yard Dash (G) except that competitors may break from their lanes after founding the first curve on the track.

I. Obstacle Course (Class V - only event in which electric wheelchairs may and must be used)

This is a timed event. Each participant should understand how to complete the course prior to the date of the meet. Any individual touching a cone or failing to follow the course accurately will ave one second added to their time. A description of the course is drawn below.



a. weave in and out on the way up and repeat on the way back
b. slalom course
c. kick ball over line
d. turn chair around and propel backwards
e. turn chair around and propel forward to finish

J. Team Relay (Class I,II,III,IV)

This event is designed so that individuals from all four classifications may work as a team. The Class IV participant begins the relay with the wheels of his chair behind the starting line. He propels himself forward or backward for 100 yards. He must stay in his line. At the end of 100 yards he touches the hand of the Class III team member who propels himself in his lane for 120 yards with both feet in the foot pedals. At the end of 120 yards he touches the hand of the Class II team member who rides his tricycle in his lane for 120 yards.(Coaches may stabilize the tricycles during this lag of the relay). At the end of 120 yards he stops his tricycle and touches the hand of the Class I member who runs in his lane for 120 yards across the finish line.

VI. Soccer Tournament

Each team will compete in a round-robin tournament. The first round game will be of 15 minutes in duration; the final game will be of 20 minute duration. If no goals are scored or the score is tied at the end of the game, the team with the greater number of shots on goal will be considered the winner.

New Models for Community Based Recreation for Handicapped Children and Youth		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel. 319/353-4989)

Training Guide/Syllabus

Demographic Data

I. Respondent Data

Name: Ms. Helen Jo M. Hillman

Title: Program Director

Agency: D.C. Department of Recreation

Address: 3149 16th Street, Northwest

City/State/Zip: Washington, D.C. 20010

Telephone: 767-7464 voice and TTY

Official Title of your Program/Service District of Columbia Department of Recreation Program for the Mentally Retarded and Physically Handicapped

II. Community Population Size

_____ over 1,000,000
X 500,000 - 1,000,000
_____ 250,000 - 499,999
_____ 100,000 - 249,999
_____ 50,000 - 99,999
_____ 25,000 - 49,999
_____ 10,000 - 24,999
_____ 5,000 - 9,999
_____ 2,500 - 4,999
_____ under 2,500

Exact population in area served: 750,000

I. Program Overview

The respondent reports their service in the following areas:

- **Who served, how many people served and the geography or political area served**
- **Primary activities provided**
- **Primary facilities used**
- **Staffing (number and titles)**
- **Total budget and primary sources of support**
- **Values and goals achieved through your program.**

Who served, how many and geographic area: The year-round recreation programs offered by the D.C. Department of Recreation, Program for the Mentally Retarded and Physically Handicapped are open to all disabled persons ages 2 years and over residing in the District of Columbia at no charge. Most of the participants come from the community, however, a significant percentage come from state institutions, private residential facilities and half-way houses. Approximately 3500 individuals are served annually.

Primary activities provided: The recreation services offered are direct leadership, leisure counseling, referral services, limited employment opportunities, outreach and consultive services. The Program focuses its direct leadership services around the following areas of development -- basic independent functioning; perceptual motor skills, socialization and communication -- through the utilization of such activities as: envioronmental recreation (gardening, camping, nature lore); spectator sports (pro-football, basketball, hockey); household skills (table setting, house cleaning, cooking); cultural events (live theater, art shows, folk festivals, museums, etc.); competitive sports (wheelchair basketball, special olympics, bowling, skiing); social activities (parties, clubs, dances); special events (circus, flower shows, auto and boat shows, etc.); community awareness (bus and train rides, restaurants, grocery stores, police and fire stateions, etc.); cognitive skills (color and size discrimination, number and time concepts, etc.); perceptual motor skills (confidence course, puzzles, low organized games, arts and crafts, gymnastics, etc.); performing arts (plays, talent shows, modern and square dancing, band).

Primary facilities used: The primary usage sites are recreation centers, school buildings, commercial bowling alleys, skating rinks, park facilities and the D.C. Center for Therapeutic Recreation, the country's first municipal recreation center specifically planned, designed and publicly financed for use by the disabled.

Staffing (number and titles): One Director, One Assistant Director, three clerical staff; ten supervisor Therapeutic Recreation Specialist; 17 Therapeutic Recreation Specialist; 37 full and part-time Recreation Leaders, Assistants, aides and bus drivers; 14 aquatic staff; and 75 summer staff including camp counselors and Washington Youth Corps enrollees.

We also utilize volunteers and college and university field placement students.

Total budget and primary sources of support: The operating budget is approximately $545,000.00 which comes from the city of Washington, D.C. general funds.

Values and goals achieved thru your program: The Program's main goal is to effect positive changes in the attitude and behavior and the recreation skills of the participants so that they might be better able to deal with everyday life, especially their leisure time.

III. Objectives/Goals

The outcomes relate to the overall philosophy and goals toward the handicapped program and services within this agency. The indication of the level of concern is in regard to the program outcomes.

← Program Outcome Handicapped Programs →	← Level of Concern →			
	Very High	High	Moderate Concern	Is of no Concern
For Fun and Enjoyment	X			
For Activity Skill Acquisition		X		
For Career Education				X
For Physical Rehabilitation			X	
For Equality of Opportunity	X			
For Normalization	X			
For Social Skill Acquisition		X		
For Physical Fitness		X		
For Independent Living		X		
For Leisure Fulfillment	X			
For Self-Expression	X			
For Cultural Enrichment		X		
Other (Please describe:) To develop an awareness of the community servies- police, parks, stores.	X			
Other (Please describe:) making recreation facilities (public and private) accessible.		X		

II. Number of Handicapped Served

General Category: The model respondent indicated the scope of disabilities served and their numbers, when available.

Part A

	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement	Total
Aged with Impairments									x	195
Blind and Visually Handicapped		x				x	x	x	x	210
Deaf and Hard of Hearing		x	x	x	x			x	x	380
Deaf-Blind			x	x			x			50
Drug Problems										0
Learning Disabilities		x		x	x					200
Mentally Retarded - Trainable	x	x	x	x	x	x	x	x	x	1200
Mentally Retarded - Educable		x	x	x	x					250
Physically Handicapped	x	x	x	x	x	x	x	x	x	600
Speech and Communication Impairments		x	x	x						50
Social Offenders - Adult										0
Social Offenders - Youth										0
Other Health Impairments		x	x	x	x	x	x	x	x	500

IV. Philosophy

The circled response indicates the agency's level of agreement with each of the following statements.

		Agree ←			→	Disagree
	Statements	5	4	3	2	1
1.	Recreation programs for the handicapped should be considered basic to a total recreation program.	[✓ 5]	4	3	2	1
2.	Evaluation procedures of a recreation program should include input in the process handicapped representations.	5	[✓ 4]	3	2	1
3.	Recreation programs for the handicapped require professionally trained staff personnel.	[✓ 5]	4	3	2	1
4.	Our recreation agency recognizes a need for a statewide Therapeutic Recreation Specialist for consultation with community recreation agencies.	5	4	3	2	[✓ 1]
5.	The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.	5	[✓ 4]	3	2	1
6.	Recreation programs for the handicapped are more costly than "normal" recreation program activities.	5	[✓ 4]	3	2	1
7.	Insurance is a "barrier" to the initiation of recreation programming for the handicapped.	5	4	3	2	[✓ 1]
8.	It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	[✓ 5]	4	3	2	1
9.	There exist some direct values to having consumer input thru handicapped people in recreation planning and design.	[✓ 5]	4	3	2	1
10.	At this time, there are no specific federally funded programs for the provision of actual recreation services to the handicapped.	5	4	3	2	1

11. In many instances, existing municipal recreation and park personnel can adequately conduct and supervise recreation programs for the handicapped.	5	4	[✓ 3]	2	1
12. Recreation programs for the handicapped are best provided in a segregated manner--that is separate activities and facilities for the handicapped.	5	4	3	[✓ 2]	1
13. Recreation has the potential to promote positive change--that is it has the potential to be "therapeutic."	[✓ 5]	4	3	2	1
14. At the present time, local, state and federal funding assistance is sufficient to meet handicapped programming needs.	5	4	3	2	[✓ 1]
15. When designing recreation programs for the handicapped, integrated programs are best--those that combine handicapped and non-handicapped participation.	5	4	[✓ 3]	2	1
16. The involvement of municipal recreation agencies to research activity is important.	5	4	[✓ 3]	2	1
17. The present city government recognizes fully the importance of recreation and leisure fulfillment for its citizens and the community at large.	[✓ 5]	4	3	2	1
18. Recreation programs for the handicapped should be considered supplemental to the total recreation program.	5	4	3	2	[✓ 1]
19. Activity programs for the handicapped often require expenditure outlays for special recreational equipment.	5	[✓ 4]	3	2	1
20. Overcoming mis-perceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.	[✓ 5]	4	3	2	1

Additional issues, problems and their level of concern.

21. Providing transportation is vital in meeting needs of the disabled

[✓ 5] 4 3 2 1

22. Need to work cooperatively with other agencies in the provision of services to the disabled.

[✓ 5] 4 3 2 1

23.

5 4 3 2 1

24.

5 4 3 2 1

25.

5 4 3 2 1

V. Consumerism

The consumer involvement in decision making through this service is indicated below.

	Serve on General Recreation or Park Commission		Serve on Special Advisory or Policy Committee or Board for Handicapped Persons	
	Yes	No	Yes	No
Handicapped youth		x		x
Handicapped adults		x	x	
Parents/Relatives of Handicapped	x		x	
Advocates for Handicapped	x		x	
Voluntary Health Agency Representatives		x	x	
Professional Rehabilitation Representatives		x		x
Other ________				
Other ________				
Other ________				

VI. Funding

Below is information on the budget for the current fiscal year, or the most recent year available. In some cases, figures are approximate.

A. The total budget/expenditures for the Program for Handicapped during the current fiscal year is $ 546,000.00

B. The major sources of funds which make up this budge are the following:

City parks and recreation funds	$ 546,000.00
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$
Contributions, donations	$
Concessions	$
Fees & Charges	$
Other	$
Total (The total of this column should be the same total given in Part A, above)	$ 546,000.00

C. Please provide information on the sources of Federal and State public funds. The information will provide insight into the means that are being developed throughout the nation to provide public support for leisure services for handicapped.

	SOURCE OF FUNDS (exact title please)	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal*				
State*				
County				
Local	City of Washington, D.C.	$546,000.00	All Disabilities	3500+
Private				

BUDGET INFORMATION

Total yearly budget for this program/service $545,418.40

Percent of total budget earmarked for special populations program 100%

Classification of Budget Expenditures: Instructions -- Please indicate the percent of your total budget spent on the following services.
NOTE: Totals should add up to 100 percent.

A. Services-Personnel
1. Salaries, full-time $290,995.79
2. Salaries, part-time 200,454.00
3. Other compensations 41,875.02

B. Services- $547.23
1. Communication
2. Transportation
3. Printing, binding, and advertising
4. Heat, light, power and water
5. Repairs (equipment/structures)
6. Janitorial, cleaning, other services

C. Commodities
1. Supplies } $7,993.23
2. Materials }

D. Current Charges
1. Rents
2. Insurance
3. Refund, awards, indemnities

E. Current Obligations
1. Pensions and retirements
2. Grants and subsidies
3. Taxes

F. Properties
1. Buildings and improvements
2. Equipment $12,093.18
3. Land

G. Debt Payments

100% TOTAL

X. Interagency Coordination

Identification of those agencies with which the model coordinates programs and services and the type of coordination utilizing the following code.

"1" - Formal written agreement
"2" - Informal agreement, frequent coordination
"3" - Information agreement, infrequent coordination
"4" - No coordination utilized

		Clients/Participants	Contracted Programs	Equipment	Facilities	Monetary/Fund Support	Personnel-Consultant	Personnel-Supervisor	Personnel-Leaders	Personnel-Volunteers	Public Information	Training	Transportation	Other:	Other:	Other:
Voluntary Health Agencies																
Arthritis	4															
Blind	3	x					x				x					
Cancer	3	x														
Cerebral Palsy	2	x								x	x	x	x			
Deaf	2	x					x			x	x	x				
Epilepsy	2	x														
Heart	3	x														
Mentally Ill	2	x								x						
Mentally Retarded	2	x									x	x				
Muscular Dystrophy	2	x														
Multiple Sclerosis	2	x														
Other: Parent Organizations	2	x								x		x				
Other: Easter Seal	2	x														
General Social/Rehabilitation Services																
Goodwill Industries	3	x									x					
Red Cross	3									x	x	x	x			
United Fund	4															
Other: Information Center	2	x									x		x			
Other																
Public Social/Rehabilitation Services																
Local Education Agencies	2	x			x						x	x	x			
State Education Agencies	3										x					
Mental Retardation-State Service	3	x									x	x				
Mental Illness - State Service	2	x														
Corrections - State Service	3									x						
Nursing Home/Convalescent	3	x														
Extended Care/Board and Care	3	x														
Aging-State Service	3	x									x					
Vocational Rehabilitation	3	x									x					
Crippled Children	2	x			x	x		x			x	x				
Other: Park Service	2															
Other:	2															
Medical/Rehabilitation																
Community Hospital	3	x									x					
Rehabilitation Center	2	x									x					
General Medical Facility	3	x									x					
Other: Children's Hospital	2	x									x					
Other:																

XI. Public Information

This information relates to the type and frequency of public information methods utilized by this program/service.

⟵ Methods Utilized ⟶	Do You Utilize		⟵ Frequency ⟶						
	Yes	No	Once a Day	Once a Week	Once a Month	Once a Quarter	Once a Half-Year	Once a Year	At selected intervals throughout the year.
Annual Report	X							X	
Brochures	X								X
Bulletins (churches, volunteer agencies, etc.	X			X					
Calendars	X				X				
Handbills or Posters	X								X
Newsletters	X				X				
Newspaper Releases or Columns	X		X						
Radio Releases	X		X						
Televsion Releases or Programs	X		X						

Other:

Audio-Visual Presentations	X					X			
Magazines & Other Publications	X								X
Personal Presentations	X				X				
Professional Journals	X								X
Exhibits & Displays						X			

XII. Handicapped Find

Potential Participant Identification: Methods used to locate individuals eligible to participate in the special populations program/service.

	Do You Utilize		Frequency of Mechanism Use					My Experience indicates that this method of participation location is:		
	Yes	No	Continuous	Weekly	Monthly	Yearly	Randomly Throughout Year	Very Effective	Effective	Ineffective
Church Groups	X						X		X	
Civic Organizations	X						X		X	
Community Education	X						X		X	
Health Agencies	X		X					X		
Local Task Force	X				X				X	
Media Campaign (Radio & TV)	X						X		X	
Printed Material (Brochures & Pamphlets)	X		X					X		
Public School System	X		X					X		
Questionnaire to General Community	X						X		X	
Questionnaire to Present Participants	X						X		X	
Telephone Contacts	X								X	
Voluntary Agencies	X		X					X		
Word-of-Mouth	X		X					X		
Other Information Center for Handicapped Individuals, Inc. (ICHI)	X		X					X		

IX. Staff Development Training

Staff personnel involved and the training topics presently conducted in this agency. Also, recommended status.

Presently Conducted

Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant										
Board Members										
Administrator	X	X		X		X			X	
Supervisor	X	X	X	X	X	X	X	X	X	
Leader	X		X		X	X	X	X	X	
Aide	X		X			X		X		
Volunteer	X		X			X		X		
Other________										
________										

Recommended

Participants in Staff Development	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant	X									
Board Members	X									
Administrator	X	X		X	X	X		X	X	
Supervisor	X	X	X	X	X	X		X	X	
Leader	X		X		X	X	X	X	X	
Aide	X		X			X	X	X	X	
Volunteer	X					X	X	X	X	
Other________										
________										

XIII. Special Problems Areas

The respondent reported their experience on these common areas of program obstacles.

Problem Areas	Your Program/ Service Status on Problem Areas.	Was this a problem in providing leisure services to handicapped?		Has your agency solved this problem?	
		Yes	No	Yes	No
Architectural Barriers		X		X partially	
Transportation for Participants		X		X	
Insurance for staff participants, volunteers			X		
Staff and Indirect Barriers			X		
Community attitudinal Barriers		X		X partially	
Locating or finding handicapped			X		
Inadequate funding for programs		X		X	
Training of staff to serve handicapped			X		
Employment of Handicapped in Recreation and Leisure Service			X		

Please describe your program/services/efforts and success in eliminating any of the above problems or other special problems that you may have encountered.

Use additional paper if necessary.

Architectural Barriers: The Department of Recreation, along with the other city agencies and in cooperation with consumer groups, is in the process of correcting these barriers in the District of Columbia.

Transportation: This is provided by the Department with three 24 passenger buses, five mini buses, and two wheelchair buses (each accomodating 7 chairs and 10 ambulatory). Several of the public and private agencies who attend our centers provide their own transportation or a portion thereof. The Washington Transportation Alliance is the coordinating agency in the District of Columbia for the Section 16 (b2) Program. The public transportation in D.C. is not currently wheelchair accessible, however, they are planning to implement 150 accessible buses into the system.

Community Attitudinal Barriers: We, in concert with other agencies, are continually striving to eliminate attitudinal barriers, utilinzing such methods as: speaking before civic and community groups; scheduling the clients to participate in most community activities; receiving supportive publicity in the news media; providing workshops for parents and other interested citizens, etc.

Inadequate Funding: The Department does place emphasis on obtaining adequate funding for recreation servies. Over the years, improvements have accrued in financing, but it is felt that until there are major changes in attitudes towards the disabled along with a re-establishment of priorities (from a National level to the local level) we will continue to have funding problems.

Program and Activity

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving		x													
- Swimming - Instructional	x		x	x	x	x	x	x	x						
- Swimming - Free	x		x	x	x	x	x	x	x						
- Water Sports		x													
- Water Safety	x									x					
- Other: Water Show	x											x			
- Other:															
Crafts															
- Floral Crafts	x		x	x	x	x	x	x	x						
- Leather Crafts	x				x	x	x	x		x					
- Mechanical Crafts		x													
- Metal Crafts	x				x	x	x	x		x					
- Paper Crafts	x			x	x	x	x	x	x						
- Wood Crafts	x				x	x	x	x	x						
- Handicrafts	x			x	x	x	x	x	x						
- Other: Nature crafts	x			x	x	x	x	x		x					
- Other: Junk Crafts	x			x	x	x	x	x	x						
Cultural/Ethnic															
- Festival	x		x	x	x	x	x	x		x					
- Exhibits/Demonstrations	x		x	x	x	x	x	x			x				
- Other:															
- Other:															
Arts-Graphics															
- Art Appreciation		x													
- Art exhibit-shows	x		x	x	x	x	x	x					x		
- Drawing	x		x	x	x	x	x	x	x						
- Painting	x		x	x	x	x	x	x	x						
- Photography	x				x	x	x	x		x					
- Sculpture	x			x	x	x	x	x		x					
- Other: Printing (Art)	x				x	x	x	x		x					
- Other:															

	Currently Offer this Program/Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet	x			x	x	x	x			x					
- Ethnic	x		x	x	x					x					
- Folk	x			x	x	x	x	x		x					
- Modern	x		x							x					
- Record Dance Disco	x		x	x	x	x	x				x				
- Social	x								x						
- Square	x										x				
- Other: Tap	x			x	x	x	x			x					
- Other: Jazz										x					
Drama															
- Children's Theater		x													
- Community Theater		x													
- Creative Character		x													
- Pageants	x												x		
- Readings - Poetry/Prose	x				x	x	x	x					x		
- Stage Craft	x												x		
- Puppetry	x		x	x	x	x					x				
- Radio/TV															
- Talent Shows	x		x	x	x	x	x	x			x				
- Other: Mime	x		x	x	x	x				x					
- Other: Storytelling	x		x	x	x				x						
Career Education/Guidance															
- Community Based Recreation		x													
- Leisure Entertainment and Enterprises		x													
- Resource Based Recreation		x													
- Tourism and Hospitality		x													
- Career Guidance		x													
- Career Placement		x													
- Other:															
- Other:															
Collecting and Hobbies															
- Collecting		x													
- Hobbies	x									x					
- Other:															
- Other:															

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	x		x			x	x	x		x					
- Communication Skills	x		x	x	x	x	x		x						
- Cooking Skills	x		x	x	x	x	x	x	x						
- Grooming/Hygiene	x		x	x	x	x	x	x	x						
- Sex Education	x					x	x				x				
- Shopping Skills	x		x	x	x	x	x			x					
- Time Skills	x		x	x	x	x			x						
- Travel Skills	x			x	x	x	x			x					
- Other:__________															
- Other:__________															
Entertainment															
- Radio		x													
- TV		x													
- Theater	x			x	x	x	x	x		x					
- Sport in Event	x			x	x	x	x	x		x					
- Other:__________															
- Other:__________															
Fitness															
- Exercise Program	x		x	x	x	x	x	x	x						
- Weight Program	x				x	x	x			x					
- Jogging	x			x	x	x									
- Mobility Training		x													
- Gymnastics	x		x	x	x	x				x					
- Other:__________															
- Other:__________															
Games															
- Card Games	x			x	x	x	x	x		x					
- Board Games	x			x	x	x	x	x		x					
- Puzzles	x			x	x	x	x	x	x						
- Other: Braille Games	x			x	x	x	x	x	x						
- Other:__________															
Leisure Education															
- Skills Classes		x													
- Leisure Education Classes		x													
- Survey Community Resources		x													
- Other:__________															
- Other:__________															

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other As Necessary	Summer	
Leisure Settlement (counseling, Guidance															
- Assessment	x			x	x	x	x	x					x		
- Placement	x			x	x	x	x	x					x		
- Follow-up	x			x	x	x	x	x					x		
- Other:															
- Other:															
Mental/Literary															
- Discussion Groups	x			x	x	x	x	x		x					
- Creative Writing		x													
- Reading		x													
- Correspondence		x													
- Other:															
- Other:															
Music															
- Choral Groups		x													
- Instrumental Groups	x				x	x				x					
- Music Appreciation		x													
- Festivals		x													
- Lessons	x					x	x			x					
- Singing	x		x	x	x	x	x	x	x						
- Talent Shows	x			x	x	x	x	x			x				
Outdoor Recreation															
- Boating	x			x	x	x								x	
- Camping	x			x	x	x	x	x			x			x	
- Fishing	x													x	
- Gardening	x													x	
- Horticulture	x								x						
- Hiking/Backpacking	x										x				
- Hunting		x													
- Mountain Climbing		x													
- Outdoor Education		x													
- Nature Studies	x									x					
- Other:															
- Other:															

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other when needed		
Social/Organization															
- Church Groups		x													
- Clubs	x				x	x	x	x		x					
- Consumer Groups	x					x	x			x					
- Special Interest Groups	x				x	x	x			x					
- Fraternal Organization		x													
- Parties	x		x	x	x	x	x	x			x				
- Picnics	x		x	x	x	x	x	x			x				
- Political Groups		x													
- Volunteer Groups	x				x	x	x	x		x					
- Other____________	x			x	x					x					
- Other____________															
Special Events															
- Birthdays	x		x	x	x	x	x	x			x				
- Fairs	x		x	x	x	x	x	x					x		
- Holiday Ceremonies	x		x	x	x	x	x	x							
- Other____________															
- Other____________															
Sports, Individual-Competiter															
- Bowling	x			x	x	x	x			x					
- Golf	x			x	x	x	x	x		x					
- Horseshoes	x			x	x	x	x	x	x						
- Pocket Billiard	x				x	x	x		x						
- Table Tennis	x			x	x	x	x	x	x						
- Tennis	x			x	x	x				x					
- Track & Field	x			x	x	x	x			x					
- Wrestling	x				x					x					
Sports, Individual Non-Competitive															
- Archery	x				x	x	x			x					
- Bicycling	x		x	x	x	x	x		x						
- Horseback Riding	x			x	x	x					x				
- Ice Skating	x			x	x	x	x			x					
- Rifelry		x													
- Rollar Skating	x			x	x	x	x			x					
- Winter Sports	x			x	x	x	x			x					

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other as needed		
Sports, Team - Competitive															
- Baseball		x													
- Basketball	x			x	x	x	x		x						
- Football	x			x	x	x				x					
- Field Hockey		x													
- Soccer	x			x	x	x				x					
- Softball	x			x	x	x	x			x					
- Volleyball	x			x	x	x	x		x						
- Other Kickball	x			x	x	x	x		x						
- Other															
Tourism and Travel															
- Outings	x		x	x	x	x	x	x		x					
- Hosteling		x													
- Out-of-state Travel	x			x	x	x	x	x			x				
- International Travel		x													
- Special Olympics	x			x	x	x	x	x		x					
- Other Wheelchair Games	x				x	x	x			x					
- Other															
Voluntary Service															
- Leisure Leader Activities	x			x	x	x	x	x					x		
- Community Activities	x			x	x	x	x						x		
- Teacher/Tudor		x													
- Conversing	x				x	x	x	x					x		
- Other															
- Other															

XV. Facilities

The major facilities utilized by the special populations recreation program.

Primary facilities that you own, control or direct.

1. Recreation Centers
2. Swimming Pools
3. Tennis Courts
4. Track and Field Facilities
5. Mobile Units

Primary facilities you use that are owned, controled or directed by public agencies, ie., recreation center, public school, museum, etc.

1. Schools
2. Parks - Amusement, Farms, Nature Center etc.
3. College and University facilities
4. Senior Citizens Complex
5. Public Housing
6. Museums, Monuments, Libraries
7. Zoo
8. Fine Art Centers
9. State Institutions

Primary facilities you use that are privately owned, controlled or directed, bowling alleys, theaters, etc.

1. Bowling Alleys
2. Theatres
3. Roller and Ice Skating Rinks
4. Ski Resorts
5. Capitol Center (Pro Basketball and Hockey, Circus, Auto Shows, Ice Shows etc.)
6. Department Stores, Supermarkets, Bakery, etc.
7. Private Camp Sites

XVI. Assessment/Evaluation/Accountability

These procedures are used for assessment, evaluation, and accountability in the program and service by and of participants, of personnel, of programs, of activities and/or of methods.

1. Annual Career Appraisal of Employees
   D.C. Government Annual Performance Rating of Employees

2. Visitation by Supervisor

3. Monthly Program Reports
   Annual Program Reports

4. Monthly Parent Meetings

5. Direct feedback from participants and/or guardians

6. Profiles and Progress Reports on Clients

7. Group Activity Evaluation Form

8. Utilization of the "I CAN" and the "PREP" evaluation instrument.

District of Columbia Department of Recreation Program for the Mentally Retarded and Physically Handicapped

The country's first municipal recreation center specifically planned, designed and publicly financed for use by the mentally and physically handicapped had its ground breaking in Washington, D.C., August 28, 1975. There is only one other such known center in the United States, privately sponsored facility in San Francisco, California. Washington's new $2.6 million center will include a swimming pool, an auditorium/gymnasium, a home arts room, arts and crafts shops, a day care center, and an outdoor play and exploration including a miniature golf course -- all carefully designed for use by both children and adults who are in wheelchairs, blind or otherwise disabled. The center will be known as the D. C. Center for Therapeutic Recreation.

The architects, The Kent Cooper Partnership, worked closely with Ms. Helen Jo Hillman, the director of the Department of Recreation's program for the disabled. Among the many special features of the building is the steel space frame, painted white and penetrated by skylights, giving the entire building a cheerful and airy quality; a long covered canopy which connects the main building with the day care center but also allows several cars and buses to load and unload simultaneously; a small protected area, in both the gymnasium and swimming pool, where a retarded child who fears the large space can retreat and watch things for a while; a pool accessible to wheelchairs; and building fixtures and appliances designed for use by the handicapped.

Ms. Hillman estimates that about 400 people a day will use the center, coming in singlely or in groups from various parts of the city. She is eager to promote some controlled and supervised mixture between the handicapped and nonhandicapped. Ms. Hillman feels that the mixture is essential not only for the sake of the handicapped but also so that nonhandicapped people lose their anxieties and inhibitions about people who are disabled.

ARCHITECT'S NOTES on Design

1. Recreation Character Versus Vandalism

From the design standpoint, the primary problem on this project was how to create a building that would "read" as a place for recreation, a place for variety, challenge, surprise, a place of sunlight, interesting forms, delight and informal character. And at the same time, provide a facility that could be secured against extreme vandalism problems.

To respond to this apparent dichotomy, we incorporated the following features:

a. A central, enclosed court was provided at the center of the building to "open up" the building, ease surveillance, eliminate corridors, and create an interesting and unusual space.

b. Clerestory glass was provided at virtually all walls, both interior and exterior, allowing light to "pour" into the building.

c. Unencumbered vistas were provided from all rooms, some looking into the central court area which could be secured at night, some looking outside into the surrounding woods. Where outside glass occurred at low levels, roll-up doors were provided for nighttime protection.

d. Skylights were used extensively to allow sunlight into the inner spaces of the building.

e. A metal space frame was used to eliminate the use of heavy beams and columns.

2. Steps - A Problem for the Blind and Handicapped

No steps, except to mechanical areas, were used on this project to allow easy access to the blind and handicapped. Even in shower areas and outside doors, all sills have been kept flush. This is a problem that we continually came across in our field observations of other facilities. Invariable shower areas had a slight lip at their edge to keep water from spilling out onto the floor which meant a real access problem for someone in a wheelchair. A ramp was used to allow a wheelchair access to the stage area.

3. Automobile and Bus Unloading

In our observations of some other institutions, we found a great lack of attention to the problems of car and bus loading for children in wheelchairs. There always seemed to be problems with curbs in the wrong areas; parking spaces for the handicapped were far removed from the building entrances; and almost never was there a covered canopy to allow for the extensive time required in unloading handicapped children in inclement weather. To overcome this problem at the D.C. Center for Therapeutic Recreation, a connecting canopy was provided between the two buildings, with space for cars and buses provided. In order to overcome the curb problem, the curbs were totally eliminated and the separation between vehicular and pedestrian traffic was delineated by the use of low bollards. These were spaced far enough apart to allow wheelchair access but too close for automotive passage.

4. Retreat Space for the Handicapped

Of necessity several of the spaces in this project are very large scale areas. (The gym, the swimming pool, etc.) Our research has indicated that retarded children will frequently feel very insecure when confronted with such large spaces. In response to this, we provided small scale "retreat areas" -- more embracive spaces -- to be used during periods of insecurity, personal conversation, etc. Each major space has at least two such areas appended to it.

5. Miniature Golf for the Handicapped

All outdoor sport areas were designed for use by wheelchair users, including adjustable backstops for basketball and a unique miniature golf course with access slots along the curbs allowing the wheelchairs free mobility on and off the course.

6. All areas of the project including outdoor sports areas are interconnected by a continuous pathway system. This allows easy access for all people to all areas of the site, and can be used for roller skates, bicycles, wheelchairs, etc. If anyone ever gets lost they can simply continue on the pathway system and will eventually end up at the central court area in the main building.

7. Plumbing for the Handicapped

All sinks and drinking fountains are designed and located for use by the handicapped in this project. Wrist action handles are used for children with small muscle coordination problems. Toilet stalls are oversized and are provided with grab rails in all cases.

8. Benches for the Handicapped

In many of the buildings we have observed, seating was handled by a free-standing backless bench in the center of the room -- this was true without exception in locker room areas. On interviewing several paraplegic athletes, we found that this presented a real problem for them in that they frequently lost their balance in trying to take their clothes on and off on a bench which had no back. In response to this, all seating on this project is either designed with backs or placed against a wall for full back support.

9. Counters for the Handicapped

In all areas, where counters are required, at least a portion of these have been placed at wheelchair height. This includes kitchen counters, washroom areas, arts and crafts counters, shop counters, information counters, etc.

10. Ninety Degree Corners

Many of our field trips as well as library research, indicated a number of problems where sharp ninety degree corners were encountered in tight corridor areas. The ninety degree turn was felt to be particularly difficult for people in wheelchairs, people on crutches, etc. They also had inflicted numerous bruises and lacerations as a result of falls, seizures, etc. As a result, in designing this project, we attempted to "soften" such corners to a forty-five degree angle. As a final precaution, "mock-ups" of various areas of the plan were constructed in our office and tested for ease of movement in wheelchairs or with blindfolds.

11. Hardware for the Blind and Retarded

To assist in ease of orientation for the blind and retarded, door hardware was divided into two geometric styles. Doors to be used by the public were provided with push/pull bars, whereas doors not open to the public (such as storage rooms, custodial closets, mechanical rooms, etc.) were provided with standard knobs. As a result, by tactile or visual inspection, one could determine immediately if he were about to enter a public or private space.

12. Color Coding for the Retarded

All public doors on this project were color coded so that children can be directed to "go to the blue door" if seeking the arts and crafts room. Rooms are also identified by signage, but color will assist those who cannot read or count ("go to the fourth door down the corridor").

13. A Place for Social Interaction

At one of the centers we visited there were a large number of kids gathered together at one particular large play area. There was little real interaction going on between the children, but they seemed to enjoy being "where the action was". They seemed to get great pleasure out of the simplest words of greeting. We felt we should support this idea of a gathering plane -- a place to mingle and exchange greetings. To respond to this, we provided a large enclosed court area at the center of the plan. This accomplished a variety of purposes.

a. It provided the social mixing bowl we were looking for and allowed people to interact as they moved from one activity to another.

b. It allowed for easy orientation, allowing people to see or be directed to a given room with relative ease.

c. An effort was made to create a non-institution. Many of the people who would be using this building were literally raised in institutions. The use of a court instead of corridors seemed to informalize the building.

d. Classroom windows were provided in the court area in order to allow "preview" time for reticent children to look in on various activities prior to committing themselves.

14. Hardware for the Handicapped

Full door width push/pull bars were mounted on the entrance side of all public doors. There is no knob to turn and no closet to push against when entering. This will simplify entrance for wheelchairs, amputees, and people using crutches and canes. A pull bar has also been mounted on the trailing side of the door to enable the wheelchair user to pull the door closed as he passes through. NOTE: Where automatic door closers have been provided for fire code purposes, delayed action timers were used to give wheelchair users ample time to pass through the door before closing.

15. Electric Switches for the Handicapped

All electirc switches as well as paper towel dispensers, mirrors and other wall mounted items have been lowered to a height which allows easy access to wheelchair users.

16. Paving Textures

As mentioned earlier, no curbs have been used at transition points between pedestrian and auto access areas. This was done to allow easy access for wheelchair users and people on crutches. Paving texture and color were also changed to assist the blind and retarded at these points to serve as a signal that they may be entering a danger zone.

17. Swimming Pool for the Retarded and Handicapped

After studying the complete process of entrance, changing clothes, switching to stainless steel chairs, entering the water, physical therapy, and supervision, we found the pool design had very different requirements than first envisioned. The design developed as follows:

a. A ramp was provided for the deck into the pool for easy, direct access by wheelchairs.

b. The floor of the pool was designed with a minimum slope from 2'6" to 3' so that wheelchair users with additional muscular disabilities in hands and arms would not by gravity roll into water over their heads.

c. A deep water alcove was provided for special training. This was protected from shallow areas by under water railings. It is protected from stubles on the deck by a continuous bench which also serves as a wheelchair transfer point into the deeper water.

d. Removable guide rails were provided at one end of the pool to assist in therapy and swimming instruction.

e. The pool deck was sloped back toward the pool (contrary to usual practices) to reduce water collection and slipping on the deck.

18. General Observations

a. We got very little feed-back from the staff of various institutions visited on the psychological response of kids to various environments. Everyone was quite willing and able to take us through their own facility and point out problem areas that restricted wheelchair use or some other barrier problem. But most of the people interviewed were unable to really envision or discuss optimal environmental conditions. It was difficult to know if this was caused by a lack of training in the visual arts or by a response to continually being given a building that was not initially designed for use by the handicapped having to adapt it to their program.

b. Many of the recreation facilities that we observed seemed to suggest the presence of very sophisticated athletic skills as well as large spectator attendance. Extensive bleachers and night lighting had often been provided. After discussions with the director of this facility, it was felt that money should be spent providing space and equipment for the retarded and not the spectators. "If anything, we should try to prevent a large group of spectators for fear of making the kids frightened or at least uneasy. We want the neighborhood children to use our facilites, but we don't want them to be so desireable that our disabled kids are 'pushed off' their own play areas".

c. In discussions about vandalism, it seems that the problem is more from external sources than from within. However, it was pointed out that retarded kids will become destructive out of curiosity and boredom. At one of the facilities we observed, they had climbed pipes, gotten into suspended ceiling systems, fallen from windows, torn radiators off the wall, tampered with any exposed screws, access panels, mechanical equipment, etc. Anything that they didn't understand or had not seen before was apt to be a victim. This was a primary problem in residential facilities where there was a lot of free time and little surveillance.

d. Many of the buildings that we looked at almost seemed to say, "this is a building for the handicapped or the retarded". The placement of glass high above the head; the lack of views out; the very clean antiseptic walls and floor surfaces; the lack of partitions or doors on toilets; carpetless floors; a general expression of uniformity in control -- all of these things seem to say to the inhabitants, "this is an institution, and an institution is where you belong". Our attempt on this project was to create an environment that would not say, "you are different".

Job Description

SUPERVISORY THERAPEUTIC RECREATION SPECIALIST
DC Center for Therapeutic Recreation
GS-10

POSITION CONTROLS

Works under the general administrative supervision of the Director of the Program for the Program for the Mentally Retarded and Physically Handicapped. Incumbent is responsible for a unit referred to as the DC Center for Therapeutic Recreation Performs duties independently within the purview of established policies and procedures, certain outlined programs and supervisor's instructions. Incumbent evaluates the needs of the center and desires of the community and discusses the overall program with the supervisor. Refers major problems and policy matters to the supervisor for discussion and/or advice. Work is evaluated in terms of the effectiveness of recreation programs, projects and activities as well as through periodic visitations, reports and meetings.

GUIDELINES

Guidelines consist of the established policies of the DC Government and the Department of Recreation, the operational procedures of the Division, instructions of the supervisor, various recreation texts and publications, a thorough knowledge of recreation techniques and methods as they apply to the mentally and physically handicapped, and a solid knowledge of the recreational needs and desires of the disable community being served.

This Center for Therapeutic Recreation is a recreation center that serves the entire city, consistently providing varied recreation activities for a wide variety of: 1. types of handicapping conditions including - mental retardation, orthopedic and health impairments, hearing and visual impairments, emotional disturbance and mental illness; 2. socio-economic and ethnic backgrounds; 3. age levels and 4. skill, ability and disability levels.

The management of this Center for Therapeutic Recreation presents frequent and different problems because of the complexity of operations, programs and population served. This type of recreation center includes indoor and outdoor facilities and is in operation throughout the day, week and years.

MAJOR DUTIES

Serves as the Director of the Center for Therapeutic Recreation which is designed to provide, on a city-wide basis, a diversified program of recreation activities and therapeutic recreation services for ill, disabled and handicapped children, youth and adults. Plans, promotes, organizes and administers a comprehensive recreation program for all ages and sexes of the mentally and physically handicapped population, to include such program areas as: 1. Early Childhood Recreation; 2. Physical Recreation - aquatics, gym activities, camping and outdoor recreation; 3. Life Skills - manual arts, home arts, arts and crafts; 4. Performing Arts - music, dance and drama; 5. Recreation/Leisure Counseling; and 6. Special Events and Activities such as holiday celebrations, Special Olympics, wheelchair sports, art shows, leagues and tournaments, clubs, etc. Provides these activities during week days, evenings and week-ends for both handicapped individuals and groups. Supervises the organization and conduct of the Center's recreation program and provides leadership for activities and groups. Incumbent must be highly compentent in the area of therapeutic recreation or closely related fields pertaining to the retarded and handicapped, as well as in management skills. Studies and keeps informed of developments in the field of recreation for the disabled. Develops and devises new games, activities and projects based on needs assessments.

Plans and directs a meaningful recreation program for handiapped children and/or adult groups from other agencies and organization such as: Hospital for Sick Chidlren, St. Elizabeth's Hospital, Community Mental Health; National Children's Center; Forest Haven; Columbia Lighthouse for the Blind; Home for the Incurable; DC Publich School-Special Education Classes; DC Association for Retarded Citizens, Inc.; United Cerebral Palsy; etc. Supervises a staff of thirty (30) or more comprised of professional employees; full-time and part-time para professionals, i.e., bus drivers, recreation and bus aides, CETA, etc; in addition to field placement student, volunteers and summer staff in the implementation of the program.

Performs administrative management duties. Answers major correspondence; directs the maintenance of the building and grounds, repairs, renewal of equipment, and control of building uses. Supervises and participates in the keeping of personnel, property, financial, and statistical records. Prepares reports of staff, programs, resources, needs and progress. Prepares and justifies to the Program Director estimates of the center's budget needs; directs and controls the receipt and disbursement of the center's funds in accordance with the approved budget and supervises fund-raising activities.

Performs personnel management duties. Interviews and recommends the selection of staff to work in the center. Prepares performance appraisals for subordinate personnel. Discusses performance appraisals for subordinate personnel to point out area of strengths and weaknesses and recommends ways of improving job performance. Approves or disapproves leave requests. Makes work assignments to all staff members directly or through their supervisors; develops and maintains good working relationships among the staff; trains and indoctrinates staff members through pre-service and in-service training programs, including staff meetings, conferences, and interviews. Establishes and develops a program for continuing use of volunteers in the Center's programs. Initiates disciplinary and other personnel actions such as transfers, promotions, demotions, and recommendations for Special Awards.

Evaluates the effectiveness of the Center services and makes recommendations for the advancement of the program and facilities; studies and analyzes community conditions effecting the center for the purpose of developing or encouraging the development of immediate and long-range plans, includin g community wide plans for new or changing needs; and works closely with various organizations and their sub-committees to assure their awareness of the problems of the handicapped and understanding of the center's program, activities, policies, and practices. Interprets to the public the Center's recreation program for handicapped and mentally retarded and its philosophy and objectives through all suitable means including the use of volunteers. Establishes and maintains cooperative planning and working relationships with other local community agencies, governmental, voluntary and private, and with local and national professional organizations concerned with recreation for the handicapped and mentally retarded. Promotes community interest in and support of the center program through talks and use of visual aids before service clubs, parent associations, college volunteer agencies, and related groups. Prepares and releases publicity regarding specific center activities or events. Designs and recommends the purchase of furniture and athletic equipment for the use of those with physical handicaps and other handicapping conditions. Acts as host to groups or individuals visiting the Center, interpreting the program, the uniqueness of the Center, etc.

Maintains an active interest in professional recreation organizations and related activities. Periodically attends conferences, worshops, etc. primarily for educational purposes and to keep abreast of current developments and changes in the field of therapeutic recreation. Contributes to programs of professional associations when called upon and to research in the field of recreation.

Directs the establishment and maintenance of office files. Prepares and submits a variety of periodic and special reports to keep management informed of the status and progress of the program. Requisitions equipment and supplies for the center and recommends the purchase of specialized equipment and furniture.

Performs other duties as assigned.

New Models for Community Based Recreation for Handicapped Children and Youth		
The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel. 319/353-4989)

Training Guide/Syllabus

Demographic Data

I. Respondent Data

Name: Anne L. Swisher

Title: Assistant Co-ordinator, Special Services Division

Agency: Maryland-National Capitol Park and Planning Commission

Address: 6600 Kenilworth Avenue

City/State/Zip: Riverdale, Maryland 20840

Telephone: (301) 277-2200 ext. 378

Official Title of your Program/Service ____________

Special Services Division

____

II. Community Population Size

____ over 1,000,000

X 500,000 - 1,000,000

____ 250,000 - 499,999

____ 100,000 - 249,999

____ 50,000 - 99,999

____ 25,000 - 49,999

____ 10,000 - 24,999

____ 5,000 - 9,999

____ 2,500 - 4,999

____ under 2,500

Exact population in area served: 900,000

II. Number of Handicapped Served

General Category: The model respondent indicated the scope of disabilities served and their numbers, when available.

Part A	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement	Total
Aged with Impairments								x	x	
Blind and Visually Handicapped				x	x	x	x	x	x	
Deaf and Hard of Hearing			x							
Deaf-Blind										
Drug Problems				x	x					
Learning Disabilities			x	x						
Mentally Retarded - Trainable		x	x	x	x	x	x			
Mentally Retarded - Educable		x	x	x	x	x	x			
Physically Handicapped		x	x	x						
Speech and Communication Impairments		x	x	x	x	x	x	x	x	
Social Offenders - Adult										program in planning stages
Social Offenders - Youth			x	x	x					
Other Health Impairments										

Part B

	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement	Total
Amputees										
Autistic		x	x							
Blind and Visually Impaired				x	x	x	x	x	x	
Deaf and Hard of Hearing			x	x						
Deaf-Blind										
Diabetic										
Epileptic										
Heart Related Illness/Impairment						x	x			
Homebound (Home Care)										
Learning Impaired			x	x						
Mentally Ill				x	x					
Mentally Retarded		x	x	x	x	x				
Multiple-Severely Handicapped		x	x	x						
Multiple Sclerosis										
Muscular Dystrophy										
Neurologically Impaired										
Orthopedically Impaired			x	x						
Paraplegics/Quadraplegics			x	x	x	x	x	x	x	
Perceptual Impairment		x	x	x						
Respiratory Illness										
Severely (Multi) Handicapped										
Social Offenders			x	x	x					
Spinal Bifida		x	x	x	x	x	x	x	x	
Speech Impaired										
Other										
Other										
Other										
Other										

IV. Philosophy

The circled response indicates the agency's level of agreement with each of the following statements.

	Statements	Agree ←→				Disagree
		5	4	3	2	1
1.	Recreation programs for the handicapped should be considered basic to a total recreation program.	[✓ 5]	4	3	2	1
2.	Evaluation procedures of a recreation program should include input in the process handicapped representations.	[✓ 5]	4	3	2	1
3.	Recreation programs for the handicapped require professionally trained staff personnel.	5	4	3	[✓ 2]	1
4.	Our recreation agency recognizes a need for a statewide Therapeutic Recreation Specialist for consultation with community recreation agencies.	[✓ 5]	4	3	2	1
5.	The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.	[✓ 5]	4	3	2	1
6.	Recreation programs for the handicapped are more costly than "normal" recreation program activities.	5	4	3	[✓ 2]	1
7.	Insurance is a "barrier" to the initiation of recreation programming for the handicapped.	5	4	3	2	[✓ 1]
8.	It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	[✓ 5]	4	3	2	1
9.	There exist some direct values to having consumer input thru handicapped people in recreation planning and design.	[✓ 5]	4	3	2	1
10.	At this time, there are no specific federally funded programs for the provision of actual recreation services to the handicapped.	5	4	[✓ 3]	2	1

Model programs within research and demonstration funds.

11. In many instances, existing municipal recreation and park personnel can adequately conduct and supervise recreation programs for the handicapped.	[✓ 5]	4	3	2	1
12. Recreation programs for the handicapped are best provided in a segregated manner--that is separate activities and facilities for the handicapped.	5	4	3	[✓ 2]	1
13. Recreation has the potential to promote positive change--that is it has the potential to be "therapeutic."	[✓ 5]	4	3	2	1
14. At the present time, local, state and federal funding assistance is sufficient to meet handicapped programming needs.	5	4	3	2	[✓ 1]
15. When designing recreation programs for the handicapped, integrated programs are best--those that combine handicapped and non-handicapped participation.	5	4	[✓ 3]	2	1
16. The involvement of municipal recreation agencies to research activity is important.	5	[✓ 4]	3	2	1
17. The present city government recognizes fully the importance of recreation and leisure fulfillment for its citizens and the community at large.	5	4	[✓ 3]	2	1
18. Recreation programs for the handicapped should be considered supplemental to the total recreation program.	5	4	3	2	[✓ 1]
19. Activity programs for the handicapped often require expenditure outlays for special recreational equipment.	5	4	3	[✓ 2]	1
20. Overcoming mis-perceptions and attitude barriers is often needed when initiating a recreation program for the handicapped.	[✓ 5]	4	3	2	1

III. Objectives/Goals

The outcomes relate to the overall philosophy and goals toward the handicapped program and services within this agency. The indication of the level of concern is in regard to the program outcomes.

	← Level of Concern →			
← Program Outcome Handicapped Programs →	Very High	High	Moderate Concern	Is of no Concern
For Fun and Enjoyment	X			
For Activity Skill Acquisition	X			
For Career Education			X	
For Physical Rehabilitation			X	
For Equality of Opportunity		X		
For Normalization	X			
For Social Skill Acquisition	X			
For Physical Fitness			X	
For Independent Living	X			
For Leisure Fulfillment	X			
For Self-Expression	X			
For Cultural Enrichment		X		
Other (Please describe:) __________ __________ __________ __________ __________				
Other (Please describe:) __________ __________ __________ __________ __________				

VI. Funding

Below is information on the budget for the current fiscal year, or the most recent year available. In some cases, figures are approximate.

A. The total budget/expenditures for the Program for Handicapped during the current fiscal year is ______________ $283,000 from community and 93,000 from HEW

B. The major sources of funds which make up this budge are the following:

City parks and recreation funds	$ 275,000
Local school district funds	$
Other city agency/department funds	$
County source of funds	$
Special district funds	$
State grants	$
Federal grants	$ 90,000 this year (2-3yr.grants).
Contributions, donations	$
Concessions	$
Fees & Charges	$ 8,000
Other	$
Total (The total of this column should be the same total given in Part A, above)	$ 283,000 + 93,000 = $376,000

C. Information on the sources of Federal and State public funds. These can be used to gain insight into means developed to provide support for leisure services for the handicapped.

	SOURCE OF FUNDS (exact title please)	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal*	HEW (BEH)	$ 93,000	pre-school	entire U.S.
State*				
County	Bi-County Commission	$283,000	All special populations	200,000
Local				
Private				

BUDGET INFORMATION

Total yearly budget for your program/service 283,000 from Commission
93,000 - grants

Percent of total budget earmarked for special populations program 100%

Classification of Budget Expenditures: Instructions -- Please indicate the percent of your total budget spent on the following services.
NOTE: Totals should add up to 100 percent.

A. Services-Personnel
   1. Salaries, full-time 73,000
   2. Salaries, part-time 107,560.00
   3. Other compensations 18,300.00

B. Services-Contractual
   1. Communication 200.00
   2. Transportation 18,500.00
   3. Printing, binding, and advertising 3.000.00
   4. Heat, light, power and water
   5. Repairs (equipment/structures) 3,000.00
   6. Janitorial, cleaning, other services 8,000.00

C. Commodities
   1. Supplies 2,500.00
   2. Materials 9,00.00

D. Current Charges
   1. Rents 9,500.00
   2. Insurance
   3. Refund, awards, indemnities 500.00

E. Current Obligations
   1. Pensions and retirements 25,000.00 (benefits)
   2. Grants and subsidies 58,000.00 - Research grant, 3,500 training grant
   3. Taxes

F. Properties
   1. Buildings and improvements 1000.00
   2. Equipment 2000.00
   3. Land

G. Debt Payments

Other - Ed. Training - 500.00 Membership, Dues, etc. 300.00, Misc. 1,340.00

100% TOTAL

V. Consumerism

The consumer involvement in decision making through this service is indicated below.

	Serve on General Recreation or Park Commission		Serve on Special Advisory or Policy Committee or Board for Handicapped Persons	
	Yes	No	Yes	No
Handicapped youth				
Handicapped adults				
Parents/Relatives of Handicapped				
Advocates for Handicapped				
Voluntary Health Agency Representatives				
Professional Rehabilitation Representatives				
Other____________________				
Other____________________				
Other____________________				

Other consumerism and advocacy activities related to the program for handicapped.

There is a Park and Recreation Advisory Board serving MNCPPC Park and Recreation Departments who are very aware and supportive of our program.

At the present time, we are in the process of organizing an Advisory Committee composed of handicapped consumers of all ages, parents and relatives of the handicapped, advocates, health and agency representations, and other interested citizens to assess our office in planning, co-ordinating, implementing and evaluating our programs. This is of primary concern at this point.

VIII. Personnel

This relates to the number and type of staff utilized in program delivery for handicapped children and youth; the number and type recommended for their present situation; and, the employment of handicapped individuals.

Key Terms: Full-Time - Staff Individuals whose responsibilities are concentrated on handicapped programs.
Part-Time - Staff individuals whose responsibilities are partially concentrated on handicapped programs; or staff employed for handicapped programs on a percentage of time basis. (½ time; ¼ time)

<— Actual Staffing Pattern Present —>

-Job Descriptions--	Total Number Employed Full-Time	Total Number Employed Part-Time	Education Preparation Possessed: Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	Experience Level Possessed: 0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years
Consultant	6						3	3					6
Administrator	6					1	5			1	1	4	
Supervisor (TR Specialist)*	6					3	3			6			
Leader (TR Worker)*		200			25	125	50		25	125	50		
Aide II (TR Technician)*													
Aide I (TR Assistant)													
Volunteer													

<— Recommended Staffing Pattern —>

-Job Descriptions--	Total Number Employed Full-Time	Total Number Employed Part-Time	Education Preparation Recommended: Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	Experience Level Recommended: 0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years
Consultant	10						4	6					10
Administrator	10					3	7					5	5
Supervisor (TR Specialist)*	10					5	5				10		
Leader (TR Worker)*		300			50	150	75		25	200	75		
Aide II (TR Technician)*		50		20	30				30	20			
Aide I (TR Assistant)		25	10	15					25				
Volunteer													

Handicapped Individual Employed

-Job Descriptions--	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant		20
Administrator	work to increase numbers	
Supervisor (TR Specialist)*		
Leader (TR Worker)*		
Aide II (TR Technician)*		
Aide I (TR Assistant)		
Volunteer		

*Titles in parenthesis are nomeclature of National Therapeutic Recreation Society's Registration Levels.

PLEASE SEND/ATTACH SAMPLE JOB DESCRIPTIONS

X. Interagency Coordination

Identification of those agencies with which the model coordinates programs and services and the type of coordination utilizing the following code.

"1" - Formal written agreement
"2" - Informal agreement, frequent coordination
"3" - Information agreement, infrequent coordination
"4" - No coordination utilized

	Clients/Participants	Contracted Programs	Equipment	Facilities	Monetary/Fund Support	Personnel-Consultant	Personnel-Supervisor	Personnel-Leaders	Personnel-Volunteers	Public Information	Training	Transportation	Other:	Other:	Other:
Voluntary Health Agencies															
Arthritis															
Blind	2									3		3			
Cancer															
Cerebral Palsy	2						2				2	2			
Deaf	2			2	2	2	2	2	2	2	2	2			
Epilepsy															
Heart						1			1		1				
Mentally Ill	1	1	1	1	1	1	1	1	1	1	1	1			
Mentally Retarded	2	2	2	2	2	2	2	2	2	2	2	2			
Muscular Dystrophy												2			
Multiple Sclerosis															
Other: pre-school (DD)	2	2	2	2	2	2	2	2	2	2	2	2			
Other: SLD	1	1	1	1	1	1	1	1	1	1	1	1			
General Social/Rehabilitation Services															
Goodwill Industries															
Red Cross															
United Fund															
Other:															
Other:															
Public Social/Rehabilitation Services															
Local Education Agencies	1	1	1	1	1	1	1	1	1	1	1	1			
State Education Agencies						2				3	2				
Mental Retardation-State Service	2		2	2	2	2	2	2	2	3	2	2			
Mental Illness - State Service										3					
Corrections - State Service						2				3					
Nursing Home/Convalescent	2	2	2	2	2	2	2	2	2	2	2	2			
Extended Care/Board and Care															
Aging-State Service	2	2	2	2	2	2	2	2	2	2	2	2			
Vocational Rehabilitation					2			2		3					
Crippled Children															
Other:															
Other:															
Medical/Rehabilitation															
Community Hospital	2					2				3	2				
Rehabilitation Center	2	2	2	2	2	2	2	2	2	2	2	2			
General Medical Facility						2				3					
Other:															
Other:															

IX. Staff Development Training

Staff personnel involved and the training topics presently conducted in this agency. Also, recommended status.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant							X	X												
Board Members	X						X	X												
Administrator	X	X					X	X	X						Not Applicable					
Supervisor	X	X					X	X	X											
Leader	X		X	X	X	X	X	X	X											
Aide	X		X	X	X	X	X	X	X											
Volunteer	X		X	X	X	X	X	X	X											
Other ________ ________																				

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XII. Handicapped Find

Potential Participant Identification - Methods used to locate individuals eligible to participate in the special populations program/service.

	Do You Utilize		Frequency of Mechanism Use					My Experience indicates that this method of participation location is:		
	Yes	No	Continuous	Weekly	Monthly	Yearly	Randomly Throughout Year	Very Effective	Effective	Ineffective
Church Groups										
Civic Organizations	X		X							
Community Education	X		X							
Health Agencies	X		X							
Local Task Force	X				X					
Media Campaign (Radio & TV)	X									
Printed Material (Brochures & Pamphlets)	X		X							
Public School System	X		X							
Questionnaire to General Community	X									
Questionnaire to Present Participants	X									
Telephone Contacts	X		X							
Voluntary Agencies	X		X							
Word-of-Mouth	X		X							
Other ______										
______										
______										

XI. Public Information

This information relates to the type and frequency of public information methods utilized by this program/service.

← Methods Utilized →	Do You Utilize		Frequency						
	Yes	No	Once a Day	Once a Week	Once a Month	Once a Quarter	Once a Half-Year	Once a Year	At selected intervals throughout the year.
Annual Report	X							X	
Brochures	X								X
Bulletins (churches, volunteer agencies, etc.	X								X
Calendars	X								X
Handbills or Posters	X								X
Newsletters	X				X				
Newspaper Releases or Columns	X								X
Radio Releases	X								X
Televsion Releases or Programs	X								X
Other:									
Media (multi-media presentations) slides, movies and sound	X			X					
Fairs (Health) - booths exhibits	X					X			

XIII. Special Problems Areas

The respondent reported their experience on these common areas of program obstacles.

Problem Areas	Your Program/ Service Status on Problem Areas.	Was this a problem in providing leisure services to handicapped?		Has your agency solved this problem?	
		Yes	No	Yes	No
Architectural Barriers		X		Working on solutions for the most part	
Transportation for Participants		periodically			
Insurance for staff participants, volunteers			X	X	
Staff and Indirect Barriers		X		Problems being alienated working on solutions	
Community attitudinal Barriers		X			
Locating or finding handicapped		X		Still remains a problem due to SSI policies	
Inadequate funding for programs			X	X	
Training of staff to serve handicapped		X		X	
Employment of Handicapped in Recreation and Leisure Service		X		X (beginning to solve)	

Please describe your program/services/efforts and success in eliminating any of the above problems or other special problems that you may have encountered.

Use additional paper if necessary.

I. Architectural barriers: Work extensively with agency landscape architects to provide accessible facilities. (Involved in planning and building phases).

II. Transportation: Recently acquired 3 mini-buses with lifts foe Division. Provide bus transportation through use of Board of Education buses in summer (This can be a problem in securing enough buses and financing high costs).

III. Staff and Indirect Barriers: Community Attitudinal Barriers: Held many in-service workshops for staff not in Division (in regular community Recreation programs). Also speak at 10 Cal universities; conferences, parent groups, community meetings, other agencies, etc.

IV. Locating or finding handicapped: Remains a problem because of inability to obtain nimbers or geographic location of handicapped in community. Find most participants through conferences, schools, community organizations, word-of-mouth surveys.

V. Training of staff: Train one staff in in-service workshops.

VI. Employment: Work with Affirmative Action officer. Also working with regular regular recreation districts in hiring handicapped instructors for regular recreation programs.

The following reports the program and activity provided by this service. It is divided into two sections--one dealing with the age group the program serves and the second dealing with the frequency with which each activity is offered.

	Currently Offer this Program/ Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Aquatics															
- Life Saving															
- Swimming - Instructional	X		X	X	X	X	X	X	X	X					
- Swimming - Free	X		X	X	X	X	X	X							
- Water Sports	X		X	X	X	X	X	X							
- Water Safety	X		X	X	X	X	X	X							
- Other:______															
- Other:______															

2x week in summer

These are not offered as individual programs, but in program structure, i.e. camps, weekend programs, etc.

	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Crafts															
- Floral Crafts															
- Leather Crafts															
- Mechanical Crafts															
- Metal Crafts															
- Paper Crafts															
- Wood Crafts															
- Handicrafts															
- Other:______															
- Other:______															
Cultural/Ethnic															
- Festival															
- Exhibits/Demonstrations															
- Other:______															
- Other:______															
Arts-Graphics															
- Art Appreciation															
- Art exhibit-shows															
- Drawing															
- Painting															
- Photography															
- Sculpture															
- Other:______															
- Other:______															

	Currently Offer this Program/Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered							
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other			
Dance offered as therapeutic																
- Ballet																
- Ethic																
- Folk																
- Modern																
- Record Dance																
- Social																
- Square																
- Other: concept	X			X	X								X			Throughout the year intervals
- Other:																
Drama																
- Children's Theater																
- Community Theater																
- Creative Character																
- Pageants																
- Readings - Poetry/Prose																
- Stage Craft																
- Puppetry																
- Radio/TV																
- Talent Shows																
- Other: see dance	X			X	X								X			
- Other:																
Career Education/Guidance																
- Community Based Recreation	X					X							X			
- Leisure Entertainment and Enterprises																
- Resource Based Recreation																
- Tourism and Hospitality																
- Career Guidance	X					X	X						X			
- Career Placement	X					X	X						X			
- Other:																
- Other:																
Collecting and Hobbies																
- Collecting																
- Hobbies																
- Other:																
- Other:																

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills	X		X	X	X	X	X	X							
- Communication Skills	X		X	X	X	X	X	X							
- Cooking Skills	X		X	X	X	X	X	X							
- Grooming/Hygiene	X		X	X	X	X	X	X							
- Sex Education	X		X	X	X	X	X	X							
- Shopping Skills	X		X	X	X	X	X	X							
- Time Skills	X		X	X	X	X	X	X							
- Travel Skills	X		X	X	X	X	X	X							
- Other:															
- Other:															
Entertainment															
- Radio															
- TV															
- Theater	X				X	X	X	X							
- Sport in Event	X				X	X	X	X							
- Other:															
- Other:															
Fitness															
- Exercise Program	X			X	X			X	X	X					
- Weight Program	X			X	X			X	X	X					
- Jogging	X			X	X			X	X	X					
- Mobility Training	X			X	X			X	X	X					
- Gymnastics	X			X	X			X	X	X					
- Other:															
- Other:															
Games															
- Card Games		X													
- Board Games		X													
- Puzzles	X		X												
- Other:															
- Other:															
Leisure Education															
- Skills Classes	X		X	X	X	X	X	X							
- Leisure Education Classes	X		X	X	X	X	X	X							
- Survey Community Resources	X		X	X	X	X	X	X							
- Other:															
- Other:															

Built into program and staff development

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	____	____
Leisure Settlement (counseling, Guidance															
- Assessment	X		X	X	X	X	X	X							
- Placement	X		X	X	X	X	X	X							
- Follow-up	X		X	X	X	X	X	X		CONSTANT					
- Other:________															
- Other:________															
Mental/Literary															
- Discussion Groups	X							X	X						
- Creative Writing															
- Reading															
- Correspondence															
- Other:________															
- Other:________															
Music															
- Choral Groups															
- Instrumental Groups	X		X	X	X	X	X	X							
- Music Appreciation	X		X	X	X	X	X	X							
- Festivals	X		X	X	X	X	X	X							
- Lessons	X		X	X	X	X	X	X							
- Singing	X		X	X	X	X	X	X							
- Talent Shows	X		X	X	X	X	X	X							
Outdoor Recreation															
- Boating	X		X	X	X	X	X	X							
- Camping	X		X	X	X	X	X	X							
- Fishing	X		X	X	X	X	X	X							
- Gardening	X		X	X	X	X	X	X							
- Horticulture	X		X	X	X	X	X	X							
- Hiking/Backpacking	X		X	X	X	X	X	X							
- Hunting															
- Mountain Climbing	X		X	X	X	X	X	X							
- Outdoor Education	X		X	X	X	X	X	X							
- Nature Studies	X		X	X	X	X	X	X							
- Other:________															
- Other:________															

Built in program

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offeres							
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other			
Social/Organization																
- Church Groups																
- Clubs																
- Consumer Groups																
- Special Interest Groups																
- Fraternal Organization																
- Parties	X		X	X	X	X	X	X			X					
- Picnics	X		X	X	X	X	X	X			X	X				
- Political Groups																
- Volunteer Groups																
- Other																
- Other																
Special Events																
- Birthdays																
- Fairs	X		X	X	X	X	X	X								When available
- Holiday Ceremonies	X		X	X	X	X	X	X								
- Other																
- Other																
Sports, Individual-Competiter																
- Bowling	X		X	X	X	X	X	X		X						
- Golf																
- Horseshoes	X				X			X	X							
- Pocket Billiard																
- Table Tennis	X			X	X	X			X							
- Tennis																
- Track & Field	X			X	X	X				X						
- Wrestling	X			X	X	X				X						
Sports, Individual Non-Competitive																
- Archery																
- Bicycling																
- Horseback Riding	X			X	X					X						2x/week.
- Ice Skating																
- Rifelry																
- Rollar Skating	X			X	X					X						
- Winter Sports																

	Currently Offer this Prc gram/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Sports, Team - Competitive															
- Baseball	X			X	X	X				X					
- Basketball	X			X	X	X				X					
- Football															
- Field Hockey															
- Soccer	X			X	X	X				X					
- Softball	X			X	X	X				X					
- Volleyball	X			X	X	X				X					
- Other________															
- Other________															
Tourism and Travel															
- Outings	X		X	X	X	X	X								
- Hosteling															
- Out-of-state Travel	X		X	X	X	X	X								
- International Travel															
- Special Olympics	X			X	X								X		
- Other________															
- Other________															
Voluntary Service															
- Leisure Leader Activities															
- Community Activities															
- Teacher/Tudor															
- Conversing															
- Other________															
- Other________															

When opportunities available.

XV. Facilities

The major facilities utilized by the special populations recreation program.

Primary facilities that you own, control or direct.

1. Community Centers
2. Nature Centers
3. Regional Parks
4. Recreation Building & Playground
5. Pools
6. Ice Rinks
7. Bike Paths
8. Tennis Courts
9. Theatre

Primary facilities you use that are owned, controled or directed by public agencies, ie., recreation center, public school, museum, etc.

1. School
2. Museum
3. Arena
4. The entire community
5. State Institutions

Primary facilities you use that are privately owned, controlled or directed, bowling alleys, theaters, etc.

1. Bowling Alleys
2. Theatres
3. Pools
4. Health Clubs
5. Stables
6. Camps

XVII. Additional Comments/Suggestions

We would be happy to present our slide shows and other media presentations at suitable workshops, seminars and/or conferences. Feel there is a real need for community based programs and recreation services to share ways of functioning and operation.

White Oak Village: Regional Activities and Recreational Center for the Handicapped

by Mr. Ed Lehew

Mr. Lehew is Executive Director of Mountwood Park

Recreational Facilities For The Handicapped

With the coming of Spring the American people's fancy turns to thoughts of vacations and week-end outings with family and friends. Most head for the wide-open-spaces, fresh air and sunshine of the Great Outdoors because the benefits are abundant and easily had. Unless, of course, you, a member of your family or your friend happens to be handicapped.

There just are not that many places where a person with a handicap can go fishing, participate in outdoor games or enjoy the natural offerings of the fields and forests. Even fewer places make it possible for the handicapped to do these things in the company of his or her family and friends.

But a change is taking place—another improvement in the way-of-life of America's handicapped.

White Oak Village will open in the Fall of 1978 to demonstrate some of the things America wants to do and can do to make outdoor and indoor recreational activities readily available to the handicapped.

This $4.2 million, first-of-its-kind facility is being made possible due to the following events:

The people of Wood County, West Virginia, through the Wood County Parks and Recreation Commission, were, in 1972, deeply involved in the planning of a recreational complex to serve their area. They wanted the new facility to offer something worthwhile to just as many people as possible and this especially included their handicapped friends and neighbors. So, in their Master Plan they set aside a spacious area, calling it "Day Camp" where they were going to install some equipment and facilities designed specifically for the enjoyment of handicapped park visitors. Shortly after the Master Plan had been laid out, representatives of the Commission began presenting it to the people in order that they might make some recommendations for possible improvement before development began. As the plan was revealed to one civic group after another, the recommendation for change was always the same, "Make the Day Camp larger. Expand it from a week-end facility to a two-week vacation type complex. Let the people from throughout West Virginia use it because there just isn't any place else for them to go on this kind of vacation." It never failed, the Day

Camp was always the focal point of concern.

Commission members were surprised at this revelation thinking surely there was some place in the state where the handicapped could enjoy the benefits of recreational activities and vacation outings. But, their surprise got another boost when investigation revealed that there was not **any** state that offered these opportunities.

Upon learning this, the Commission with the wholehearted support of the people of Wood County, decided to build the biggest, most attractive, best equipped, furnished and operated facility that they could possibly manage and they would share it with as many handicapped as the facility would be capable of serving.

But, it takes more than honorable intentions and wishful thinking for such a high-minded idea to undergo the complex metamorphosis from conception to reality. It takes determination, conviction, persistence and persuasion. And, above all, it takes an inordinate amount of careful coordination and cooperation.

But the men and women who were dedicated to this goal thought only of achievement and the important need they wanted so much to fill as they took the first step.

Led by Ed Lehew, then President of the Parks Commission and now Executive Director of Mountwood Park, and Marvin Leach who was President of the Wood County Commission at that time, they went to Washington to meet with key members of the West Virginia Congressional delegation to determine how Federal assistance might be obtained to build what they knew would be a very costly facility.

Participating were the state's two United States Senators, Jennings Randolph and Robert C. Byrd, and Congressman Robert H. Mollohan, who represents Parkersburg in the House of Representatives.

At the conclusion of the meeting, the following points were evident:

(1) This was not only a good idea, it was a unique one. As far as it could be determined, there is no facility anywhere in the United States designed specifically to meet the very special and comprehensive recreation needs of handicapped persons of all ages and kinds.

(2) While it was a good idea—and one the Congressional delegation wanted to pursue—a thorough search of Federal programs revealed that there was no existing Federal activity that could make Government construction money available.

But, the idea was so appealing, the need so obvious, that the Congressional delegation was determined not to quit.

Senator Randolph, Senator Byrd and Congressman Mollohan decided if there was no specific authority for the Federal Government to build a facility like this, then authority would have to be provided legislatively.

Accordingly, with full support from Senator Byrd and Congressman Mollohan, Senator Randolph, who is Chairman of the Senate Subcommittee on the Handicapped, added language to Section 304(b) of the Rehabilitation Act of 1973 to provide legislative authority to demonstrate methods of making recreational activities fully accessible to handicapped individuals.

Senator Randolph inserted this language into the proposed Rehabilitation Act Amendments of 1974. it was not a

SENATOR JENNINGS RANDOLPH—"Of all the projects for the handicapped that I have been involved with, this is the most innovative and far-reaching because facilities like this will enable the handicapped to participate in so many more of life's major activities. I hope this will serve as a model for all states and regions to replicate so that all handicapped Americans will some day benefit from similar facilities."

CONGRESSMAN ROBERT H. MOLLOHAN—"I consider this to be the most significant and unique project ever built in the first Congressional District of West Virginia. It will be invaluable to handicapped persons from throughout West Virginia and surrounding states. But more than that, it will serve as a model for what can be done to improve recreational opportunities for handicapped persons all over the world.

It has been a genuine privilege for me to have played a role in making this exciting facility possible."

SENATOR ROBERT C. BYRD—"As a member of the Senate Appropriations Sub-Committee on Labor HEW, I am pleased that I have been able to be helpful over the past two years in obtaining appropriations totaling $4.2 million for this unique recreation facility for the handicapped. I am confident that this will be a model for other similar facilities."

part of the legislation the House of Representatives had passed, so Congressman Mollohan approached the Chairman of the House Subcommittee having jurisdiction over the legislation and got his concurrence to accept Senator Randolph's language when the bill went to a joint House-Senate Conference Committee.

With these steps accomplished, the legislative authority became effective on December 7, 1974, when President Ford signed Public Law 93-516, the Rehabilitation Act Amendments of 1974.

In the short period of time since then the West Virginia Congressional delegation has worked together continuously and carefully to assure that Congress approved adequate funding each year to allow construction of the Regional Recreation Complex for the Handicapped to remain on schedule.

Particularly important during these crucial stages were Senator Byrd, a member of the Senate Appropriations Committee, and Congressman Mollohan, who worked very closely with Congressman John M. Slack, Jr., of West Virginia, a member of the House Appropriations Committee. Their combined efforts, with continued vigorous support from Senator Randolph, has assured timely funding for the project.

The final construction sums were approved as part of the First FY77 Supplemental Appropriations Bill, which was approved by Congress in April and sent to the White House. This latest appropriation will insure completion of the facility, which should be finished sometime in 1978.

And so it was that Mountwood Park's proposed Day Camp evolved into the spotlight recreational facility of America!

White
Oak
Village

Situated in the heart of Wood County's new Mountwood Park complex, White Oak Village (technically referred to as the Regional Activities and Recreational Center for the Handicapped) will provide vacation and week-end type outings for the handicapped of West Virginia, Virginia, District of Columbia, Maryland, Delaware and Pennsylvania.

Nearly 200 of Mountwood's 2,600 acres have been set aside to serve the village with 35 of the 200 being used for its structures, roads, etc. Surrounding the village, at distances that reduce crowding and noise, will be other facilities like those found at every standard, full-service park and recreational complex. These facilities are also made accessible to the handicapped but not nearly to the same degree as those at White Oak.

So, in addition to the facilities that are going to be offered through White Oak Village, Mountwood Park will make these contributions:

Mountwood Park Facilities

Casual Picnic Facility—This was the first, of the 14 planned, to be constructed. Finished in 1975, it has been used to overflowing ever since.

Major Games Area—Just open, the spacious Games Area with its tennis courts, miniature golf, softball field, basketball court, and much more, will help to lighten the load of the Casual Picnic Facility.

The **Administration/Information Building** is also complete and now operating.

Mountwood's **Reservable Picnic Facility** will boast of three, deluxe picnic shelters and uniquely constructed, rustic playground apparatus when complete this Summer.

Next will be the **Interpretative (Nature) Center** located next to White Oak Village. It will go into operation sometime this Fall.

The **Trailer Camping Facility** is scheduled for completion sometime in late August or early September.

A **50-acre Lake Complex** will, within about a year, adorn the entrance to the park and offer, in addition to its beauty, a variety of water-based recreation.

Over a span of the next four years the following facilities will be added to the new and growing Mountwood:
120-Room Lodge Complex
Swimming Pool Complex with Wave making machine
18-Hole Championship Golf Course
Series of 22 Old Village Shops
Expansion of the Trailer Camping Facility
Riding Stable and Equestrian Trails
Amphitheater
Cabin Complex
Mini-Lodge Retreat

With this mixture of facilities for both the handicapped and the non-handicapped, a wide range of benefits can be expected with the most significant for the handicapped participant being that he or she can be accompanied by family and friends who will enjoy the nearby, standard facilities. Additionally, this arrangement will encourage increased integration of handicapped with non-handicapped as they are encouraged to take advantage of all that Mountwood has to offer.

White Oak Village Facilities

Within the environs of White Oak Village, special architectural design will be evident everywhere. Equipment used, food served, and programs formulated will all be geared to the exclusive enjoyment of a wide range of handicapped visitors of all ages.

Featured within the 35-acre village will be:

Activities Building: The Activities Building will be the focal point of the village offering 26,000 square feet of floor space all on a single level.

- One of the building's most interesting features will be a 4,125 square foot, therapeutic swimming pool surrounded on one side with huge windows to let the outside in as much as possible.
- A kitchen is also planned for and will be joined by a spacious dining room which converts to a rainy day activities area as well as providing for an ideal place for late evening movies and the like.
- Roomy areas have also been set aside for music and arts and crafts activities.
- Attractive lounges and family conference areas will reduce crowding and will allow for the private gatherings of small groups.
- Because an administrative, operating, and medical staff will always be on hand, offices and work areas have been included for their use.
- An ambulance will always be on the premises as an extra precautionary measure.
- The laundry rooms are expected to be used extensively by guests staying a week or two at the center in addition to the use made of them by the facility's housekeepers.

Duplex Cabins: Each of the eight duplex cabins will contain 3,600 square feet and will have cost about $75,000 once built. As many as 144 persons can stay overnight with 18 to a cabin.

It is expected that groups of school age children with counselors will be the most frequent users of these accommodations.

Family Cottages: There will be six Family Cottages with 884 square feet of floor space in each. At least $28,835 will be paid for the construction of each one of these special cabins.

With six guests to a cottage, it will be possible for 36 persons to stay overnight in the Family Cottages.

As the name suggests, these cottages have been designed specifically to be used by families who have a handicapped member and wish to vacation together with emphasis on a good time for the handicapped person.

Or, they will be ideal for 3 or 4 elderly women or men who wish to vacation as a group but prefer private sleeping quarters.

There will be 3 separate bedrooms plus the living room will convert to a sleeping area. One of the 3 bedrooms will feature screen on two sides instead of a conventional wall to allow the occupant the sensation of sleeping outdoors. In addition to the bedrooms, there will be a kitchen, living room and a screened porch.

Like the Activities Building, all of the cabins will be specially constructed and furnished (including a television) throughout to accommodate the requirements of the handicapped user.

Already it has been predicted that the proposed 8 Duplex Cabins and 6 Family Cottages, which will be able to accommodate 180 overnight visitors, will not be near enough. But there is plenty of space within the near 200-acre area to add many more units.

Faculty Cabin: This single unit will contain approximately 2,880 square feet of floor space but will be divided into two sections, thereby providing sleeping space for 8 persons on each side.

It is expected that many faculty members and especially the nurses due to the nature of their responsibilities, will have to stay on the premises twenty-four hours per day. For this reason, a faculty cabin is considered a must.

Who Will Use White Oak Village?

First and foremost the Center is intended for the recreational and leisure-time use of the handicapped from throughout West Virginia, Virginia, District of Columbia, Maryland, Delaware and Pennsylvania.

Non-handicapped persons accompanying a handicapped member of the family or a handicapped friend will also use the facility to some extent.

Students will also use the facility to learn how to effectively assist those handicapped persons who require it by way of training programs conducted at the village. From there, they will return to their own communities to apply their new skills and knowledge.

Being a demonstration facility, **certain architects, planners, program developers and others in similar capacities** will, of course, visit on a scheduled and controlled basis in order that they may learn from the actual experiences of the users and administrators, then apply the best of this knowledge toward improving or implementing similar facilities in an ever expanding effort to make recreational and leisure-time activities readily accessible to the handicapped all over America.

Job Opportunities

Of the estimated 37 employees required to operate and maintain White Oak and its services, most will be selected from the handicapped work force.

Plus, the arts and crafts items produced there will be offered for sale in Mountwood's Old Village Shops giving the artist or craftsman a certain degree of financial gratification in addition to creative satisfaction.

Students receiving training at the village will increase their therapeutic knowledge and broaden their understanding of the needs of the people they hope to care for, making them more desirable as potential employees when they begin to seek jobs.

Plans for Meeting Operational Costs

The cost for staffing and operating this extraordinary facility is expected to be high but not unmanageably so.

In order to meet these costs with ease and without having to sacrifice quality of service to even the slightest degree, the Wood County Parks and Recreation Commission has established the **Regional Activities and Recreational Center for the Handicapped Trust Corporation.** Donations made to this trust will be applied toward the perpetual, high-quality operation of White Oak Village.

Because of its close association with Mountwood Park, most of its maintenance and up-keep cost will be shared by the larger, parent facility.

So, with funds from the trust, assistance from Mountwood and some use fees, the operational cost obligations will be adequately met.

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White Oak Village Offering 26,000 square feet of floor space all on a single level, the ACTIVITIES BUILDING will be the focal point of White Oak Village. It can accommodate up to 275 people at one time by serving day-time-only users in addition to the 180 over night guests who will be staying at the kindred close-by Cabins.

Now under construction, the ACTIVITIES BUILDING will be the first facility to be completed and ready for use within the new village; probably by Fall of 1978.

The 8 cottages, 6 cabins, and 1 faculty cottage are also scheduled for construction right away.

MOUNTWOOD PARK MASTER PLAN

In addition to the special recreational facilities for the handicapped at White Oak Village, Mountwood Park will also offer a wide-range of recreational areas that will appeal to everyone.

With construction having started just three years ago only two of Mountwood's proposed fourteen key facilities have been completed and gone into operation at this time: The Casual Picnic Facility and the Major Games Area currently offer an appealing variety of picnicking facilities, tennis courts, miniature golf, softball field, basketball courts, children's playground facilities and more.

Development continues at a rapid rate though and by the time White Oak is ready to open its doors in 1978 these final facilities also will have become operational:

120-Room Lodge Complex
Swimming Pool Complex with wave making machine
18-Hole Championship Golf Course
Series of 22 Old Village Shops
Expansion of the Trailer Camping Facility
Riding Stable and Equestrian Trails
Amphitheater
Cabin Complex
Mini-Lodge Retreat

White Oak Village is being built within the environs of Mountwood Park. Mountwood is located just 15 miles east of Parkersburg, West Virginia off U.S. Route 50 on Volcano Road.

The village is very easy to reach. Once you have turned off Route 50, which is a four-lane modern highway, just drive the short distance of less than two miles to the entrance of White Oak.

Wood County Airport, offering jet service, is located at a distance of less than 20 miles from the park.

Or, if you prefer to come by car, it is only a day's drive from such major cities as Washington, Pittsburgh, Cleveland, Baltimore, and Richmond. Taking the Route 50 exit off Interstate 77, you are only eleven miles from the site.

This little brochure is capable of offering only a vague preview of a very grand attraction yet to come. So, we are very anxiously looking forward to the day when White Oak Village can speak for itself — we think you will like its message.

Recreational Facilities For The Handicapped Mountwood Park, W.Va.

For information on White Oak Village: Regional Activities and Recreational Center for the Handicapped, contact:

Mr. Ed Lehew
Executive Director of Mountwood Park
Wood County Parks and Recreation Commission
P.O. Box 208
Parkersburg, West Virginia 26101
Telephone: (304) 428-8780

WILL-A-WAY

RECREATION AREA

Presented by Ms. Sharon Fitzgerald

♿ for the handicapped

FORT YARGO STATE PARK
WINDER, GEORGIA 30680

State of Georgia
Department of Natural Resources
PARKS AND HISTORIC SITES DIVISION
270 Washington Street, S. W.
Atlanta, Georgia 30334

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PURPOSE

Opportunities for recreation in the out-of-doors is part of every American's heritage. The many individuals who are physically or mentally limited in their abilities all too frequently are denied the rich fulfillment which comes from contact with the out-of-door. They are denied those recreational opportunities which provide refreshment to the spirit and strength to the body.

Efforts within the medical and therapeutic professions have been to lead that individual with a handicap toward becoming a fully productive and participating member of society. The success of each individual in this endeavor is measured against his own capabilities.

The Parks & Historic Sites Division recognizes and accepts this as the ultimate desirable goal of rehabilitation. Full integration of an individual into society, however, has two prerequisites which all too frequently go unmet. First, it requires that an individual be able and willing to accept his own abilities and limitations. The self-acceptance process is frequently a long and trying period in the rehabilitative process. It is often a period of many months filled with introspection, despair, disappointment and finally hope. It is a time when a person's needs may be greatest for patience, protection and understanding. At any given time in our society there are large numbers of people who in their rehabilitation programs have not arrived at the point where they are "at ease" with their disability. They feel conspicuous because of it. These are the individuals whose physical, social and outdoor recreational opportunities suffer the most. Because of their self-consciousness they withdraw from taking full advantage of their recreational opportunities.

The second prerequisite of the ultimate goal is that society be willing and able to accept the disabled person as a participating member, and grant him the opportunity and respect which he is due. No excuses can be made for society's shortcomings. Unfortunately, life is not that simple and such a utopia is rarely found. It is a worthy goal, however, and the education of society will continue to be a challenge to rehabilitation programs across this land. Until the disabled person is seen often enough, by enough people, functioning in enough different situations, however, he will continue to be an oddity – – little understood, and therefore not fully trusted. He will have not only his own disability to overcome, but a very real and disabling myth to fight. And until he is capable of accepting himself, he has little heart for fighting the larger battle.

The intent of the separate facility for the handicapped, then, is to "screen out" those large numbers of persons who, because of their physical and mental abilities, and because of their normal human curiosity make our disabled participant feel uncomfortable. For if our participant can be made to feel less self-conscious, he will be more likely to take advantage of his opportunities to play, to fish, to swim, to bask in the sun, and to stretch his limbs and senses in the great out-of-doors.

It is not expected that only disabled individuals will be found at the Recreation Area. For the invitation is for "the disabled with his family and friends". Family and friends may easily outnumber the principle. This in no way contradicts the "screen out" intention stated above. For by implication we have "screened in" those able-bodied persons who are friendly, who are understanding, who are accepting. These people who live and play with this, the disabled, person are not the ones who will be creating an air of curiosity and abhorance. This is the tempered society – – the "half way house" – – where a friendly and comfortable climate prevails.

This, then, is the object of the separate facility for the disabled: to encourage participation in outdoor recreation activities. That encouragement will be offered through provision of the recreational opportunity; and by creation of a psychological "climate" of acceptance.

It should be noted here that the recreation experience is, in itself, therapeutic. And ultimately, it is expected that many who come only to this specialized facility for their outings, will grow into a fuller use of their bodies, a feeling of greater confidence in their physical abilities, a lesser feeling of self-consciousness, and a renewed desire for more outdoor recreation. When these things happen to an individual, it follows that he will become encouraged to participate with the able-bodied citizen, and will no longer need the protection of the separate facilities. Thus while the primary purpose of the facility is recreational, the Parks & Historic Sites Division contributes to the ultimate goal of full integration of the disabled back into society.

DEMONSTRATION ASPECTS

Although the Parks & Historic Sites Division has drawn heavily upon the experience of others in the fields of recreation and services to the disabled, the project embodies new combinations of ideas and programs. Its success in serving the disabled, the response to and acceptance of the services by individuals and agencies is yet to be determined. Many states, organizations and agencies will be watching with interest, and will be studying the success and failures of the project.

One of the primary benefits of these facilities will be the use made of them as means of professional observation of the disabled in the outdoor setting and as a method of studying outdoor recreation facilities and programs for the handicapped. It is expected that professional persons in the medical, therapeutic and recreation fields will make full use of the facilities in adult training programs, in demonstration projects, and in student field experience.

LOCATION

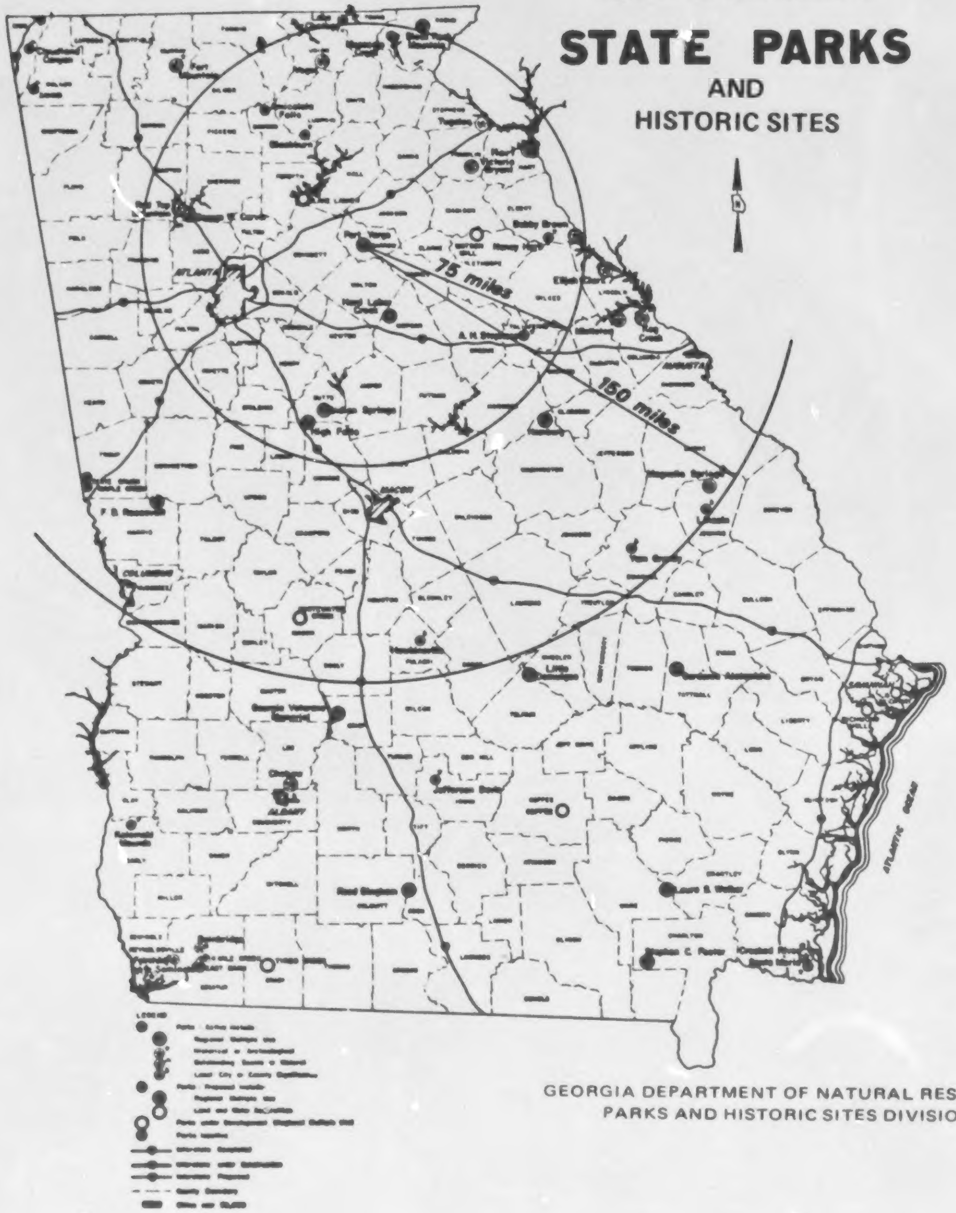
The Will-A-Way Recreation Area for the Handicapped is located at Fort Yargo State Park, just outside of Winder, Georgia on Georgia Highway 81. Within a 75 mile radious of Winder lie the metropolitan areas of Atlanta, Gainesville, Athens, Milledgeville, and Griffin. 48% of the State's population reside within a two-hour drive of Fort Yargo State Park and Will-A-Way.

Portions of North Carolina, South Carolina and Tennessee and Alabama all come within the 150 mile radius, making it truly a regional center.

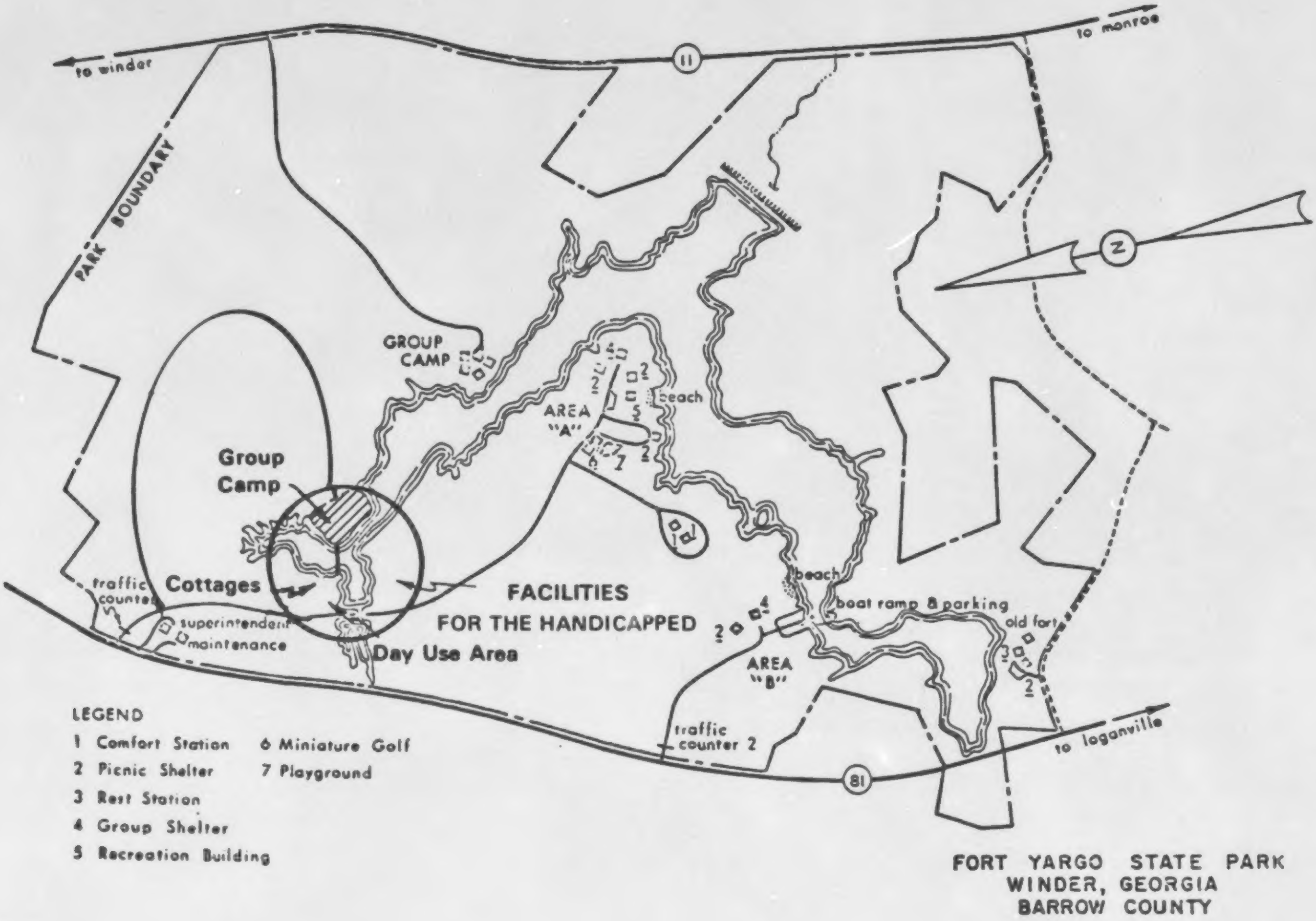
GEORGIA

STATE PARKS

AND
HISTORIC SITES



GEORGIA DEPARTMENT OF NATURAL RESOURCES
PARKS AND HISTORIC SITES DIVISION


to winder
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PARK BOUNDARY
GROUP CAMP
AREA "A"
beach
Group Camp
traffic counter
Cottages
FACILITIES FOR THE HANDICAPPED
superintendent
maintenance
Day Use Area
beach
boat ramp & parking
old fort
AREA "B"
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81
to loganville
LEGEND
1 Comfort Station
2 Picnic Shelter
3 Rest Station
4 Group Shelter
5 Recreation Building
6 Miniature Golf
7 Playground
FORT YARGO STATE PARK
WINDER, GEORGIA
BARROW COUNTY

SUMMARY

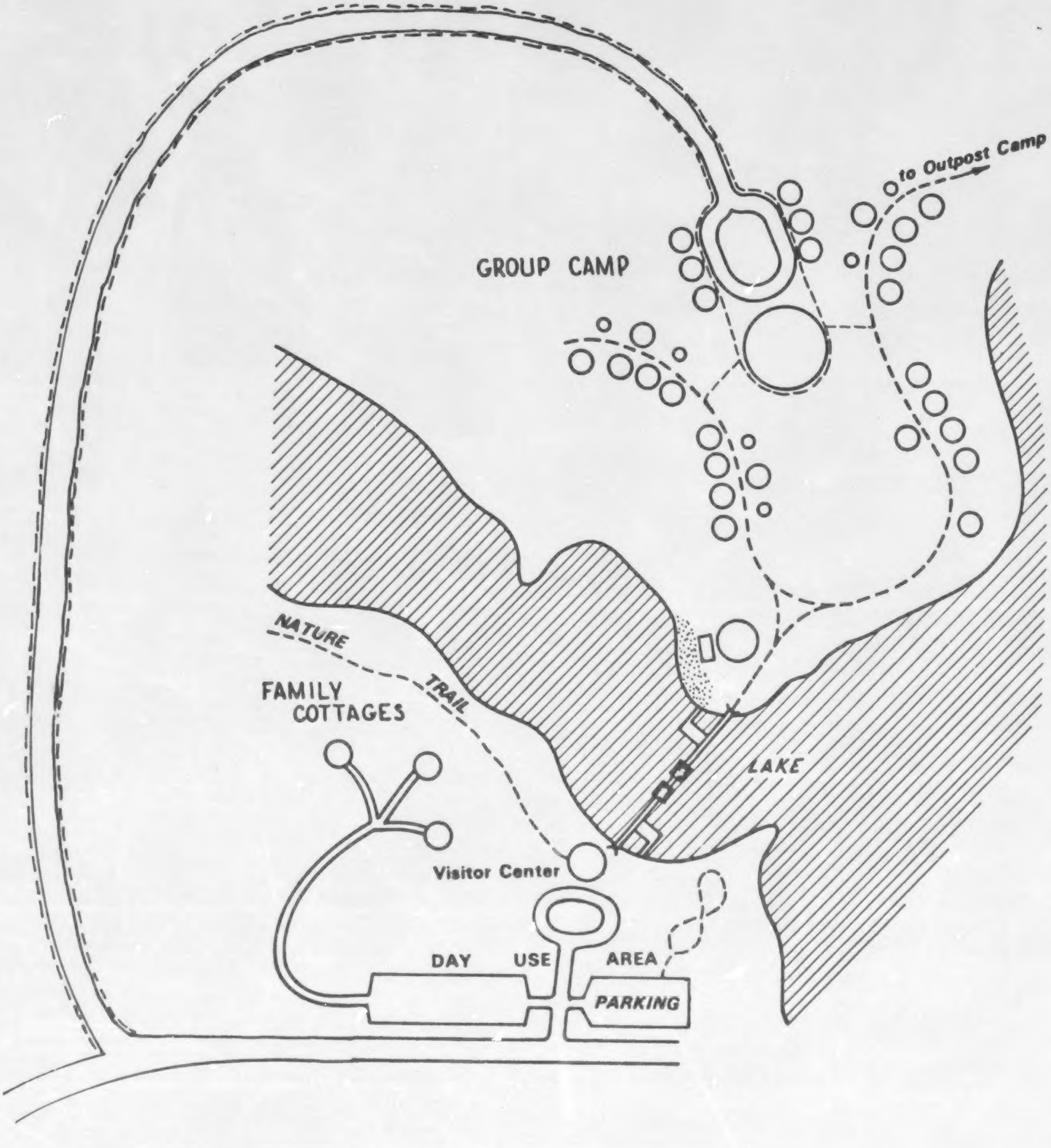
The Will-A-Way Recreation Area for the Handicapped serves the handicapped in three ways, functioning as a complex of three types of facilities:

DAY USE AREA: The Day Use Area accommodates the daily visitors with opportunities to fish, swim, picnic, boat, hike and enjoy some play and game apparatus. The area is opened and closed on a daily basis. The Fishing Bridge extends between the Day Use Area and the Group Camp and is used by participants of both areas. The bridge is a program facility and will carry foot and wheelchair traffic only.

FAMILY COTTAGE AREA: The vacation-sytle cottages are available for rent on a short-term basis to families who wish to stay overnight on the park. The cottages are located so they can be used in conjunction with the Day Use Area.

GROUP CAMP: The camp area provides complete living and program accommodations. It is a group of structures such as campers' cabins, dining hall, and program buildings. The entire camp may be leased on a short term basis to various organizations who provide services for the handicapped.

SITE PLAN


to Outpost Camp
GROUP CAMP
NATURE
TRAIL
FAMILY
COTTAGES
LAKE
Visitor Center
DAY USE AREA
PARKING

DAY USE AREA

The Day Use Area is the point to which visitors come for a day's outing. From this point they may swim, fish, boat, picnic, play on the game courts and playground, or walk the nature trail.

ELIGIBLE USERS: Any handicapped person or anyone who accompanies a handicapped person.

VISITOR CENTER: The Visitor Center is the hub of activity in the Day Use Area. It contains the Recreation Coordinator's office, concession stand, first aid room and rest rooms, and is the point of entry to the beach, nature trail, and recreation activity area.

CONCESSION: The concession is open full time during the summer season and on weekends at other times of the year. Hot and cold snacks and soft drinks are available from the concession stand.

REFRESHMENT CENTER: Refreshment Center consists of a room with self-service snack and drink machines. This area is open at all times, providing limited snacks when the concession stand is closed.

FIRST AID ROOM: This room is available for those who need emergency first aid relief. For serious health emergencies, a hospital is located about two miles distance in Winder. The first aid room contains a cot and lavatory. It is equipped with a resuscitator and basic first aid supplies.

DRESSING ROOMS: Dressing rooms for swimmers also serve as rest rooms for all visitors to the Day Use Area. Rest room areas are heated sufficiently to maintain operation throughout the winter. So when other buildings are closed, visitors may still come to picnic and fish and have access to toilets.

OFFICE: The Recreation Coordinator for the Will-A-Way Recreation Area maintains an office at the Visitor Center. This Will-A-Way Recreation Area staff member is responsible for all programming, promotion and supervision of the entire area.

EQUIPMENT: Equipment available for either rent or refundable deposit includes: shuffleboard, horseshoes, golf, table games and wheelchairs.

RECREATION ACTIVITY AREA: The Recreation Activity Area consists of game courts and playground apparatus for all ages: shuffleboard, horseshoes, carpet golf, climbing apparatus, slide, crawl-through, sand box, spring board and spray pool. Equipment for the game courts is available for rest at the Visitor Center.

PICNIC AREA: Hard surfaced paths, picnic tables, trash recepticals and grills constitutes this area. This area is located above the Visitor Center with a view which over looks the lake. The Picnic Area is on a first-come, first-served basis.

NATURE TRAIL: The trail which winds around the upper end of the lake, takes the visitor through low marsh, wateredge, and dry upland introducing him to a variety of plant and animal habitats. Eighteen interpretive signs (all including a braille portion) explain various features along the trail and a Nature Trail Guide is available at the Visitor Center. (A Trail Guide in braille is also available).

TACKLE BOX: The Tackle Box is a part of the Fishing Bridge and is located on the Day Use Area end of the bridge. It is open during the summer and is the point from which boats are rented. Equipment available for rent includes pontoon boats with electric motors, life jackets and fishing tackle. The Tackle Box also contains public rest rooms.

FISHING BRIDGE: The bridge is a program facility rather than a conveyor for vehicles. Beneath the center of the bridge boats are able to pass. To each side of the center is a sheltered fishing area, providing protection from excessive sun and rain. The Fishing Bridge is used jointly by the Day Use Area and Group Camp participants.

BEACH AND SWIMMING AREA: The Day Use beach area has a hard-surface entry ramp from the Visitor Center to the beach and swimming area and into the water. A hard-surface walk behind the sand beach makes this area accessible to all. The beach and swimming area is open during the summer season.

THE FAMILY COTTAGE AREA

The vacation cottages are available on a rental basis to the handicapped and their families and friends accompanying them. The cottages have two bedrooms with maximum sleeping capacity of seven persons. Cottages are within walking distance of the Day Use Area, providing full use of the recreation facilities there. They are equipped with linens and all other necessary furnishings and equipment. They have a fireplace, central heating and air conditioning.

THE GROUP CAMP

The Group Camp is available to any non-profit organization or agency working with the handicapped which wishes to rent the camp facilities. Several organizations whose whole purpose is service to the handicapped become primary users of the area. Although it is expected that the camp will primarily serve children, it is not limited to youth-serving organizations. The camp is designed, in fact, to easily accommodate adults and family camping.

The Group Camp is designed to provide a site for the conduct of a camping program. Agencies and organizations leasing the facilities are responsible for the type of program which they conduct. Facility and site design, however, will permit a real camping and outdoor experience for those who wish. Agencies unfamiliar with camping programs are encouraged to seek assistance from the American Camping Association.

The Group Camp will house 256 individuals including campers and staff. Camper housing is broken into four units or groups in order to provide flexible use of facilities either with co-educational groups or with several agencies sharing use of the camp at one time.

CAMPERS' CABINS: Capacity: 10 campers plus 4 counselors. Arrangement within the cabin permits 2 counselors to have supervision of 5 campers.

INDIVIDUAL QUARTERS: Each camper has a single deck bunk bed which is backed up to a wall just 30" high. Camper's beds are 30" wide with polyfoam mattresses on plywood decking. The wall permits a person to look across the top of all partitions for visual supervision, and provides a camper some privacy in bed. Each camper's cubicle has its own handing and shelf space.

COUNSELOR'S QUARTERS: Counselors are separated from the campers by the entranceway, but visual supervision of campers will be possible from the entrance door to the counselor's room. That door may be closed, however, providing privacy for off-duty counselors or for counseling conferences with campers. Counselors' beds will be like those described for campers.

TOILETS, LAVATORIES, SHOWERS: One toilet, one lavatory, and one shower serves each 5 campers. Each fixture is located in separate rooms so that they can be used simultaneously. One toilet compartment in each cabin contains a small rinse sink used for cleaning rubber urinals and protective pants worn by bowel and bladder patients. Showers and toilets have curtain closures. The 4 counselors share one toilet, one shower and one lavatory.

FAMILY QUARTERS: Each cabin can easily be divided into 3 parts by means of 7" sliding walls. This arrangement makes it possible for a family to have private quarters, 3 families can thus be housed in each section, and each section has private bath facilities.

WINDOWS: One window is located in each camper's cubicle providing him opportunity to his own direct ventilation.

VENTILATION: In addition to the ventilation louvers controlled at each camper's bedside, ventilation is provided in the roof center. Air circulates from floor level at the perimeter of building to ceiling level at center. Also, upper windows are screened.

STORAGE: One broom closet is equipped with broom, mop, and dust pan.

SINK: Hand washing of clothes is possible at a deep sink, located in each cabin.

UNIT GROUPING: Cabins are grouped 4 to a unit, with each unit having a capacity of 40 campers plus 16 counselors. Each unit includes 2 small open shelters and one unit program building.

BUZZER ALARM: One alarm located in the counselors' quarters may be activated at night by a switch. After it is turned on, if either of the outside doors open the buzzer will sound. This signal will alert counselors to the activities of hyperactive campers.

HEATING: All cabins have central heating system.

STAFF CABINS: Cabins: 4

DUPLEX: Two staff cabins are divided and have separate entrances and bath facilities. Each side will accommodate 4. Duplex arrangement permits men and women to share one building, or will permit one family to occupy each side. Two staff cabins house 4 and also serves as an office area for the agency's Camp Director. Desk, book case, chairs, phone and folding table are provided.

TOILETS, SHOWERS, LAVATORIES: Toilets are compartmentalized to permit usage of more than one fixture at a time. Toilet and shower areas will accommodate wheelchairs.

HEALTH LODGE: The Group Camp is essentially a recreation complex and not a hospital. However, despite the fact that those too ill to be cared for will not likely be in camp, the incidence of sickness and accident is greater than average. Hospital facilities are available at Winder, Georgia, about two miles from camp. Emergency vehicles may drive to within a few feet of each cabin on a perimeter service road. The combination of a quick communications system, ease of access from cabin door to hospital door, availability of doctors in town, a Health Lodge for first aid treatment and a nurse on the Agency staff all serve to make camp a safer place.

NURSE QUARTERS: Consist of sleeping space for two, plus toilet and shower facilities which are private.

PATIENTS' QUARTERS: The Health Lodge will accommodate ten patients with beds, shelf and hanging space. Each patient cubicle may be treated as isolation quarters, since it is separated from others by a full wall.

EXAMINING ROOM: Campers may meet the nurse here for first aid treatment. An examining table will double for therapy. Cabinets provide space for medicine storage. Refrigeration and a stove enables the nurse to serve diet and other patient foods.

SEPARATE LAVATORIES, TOILET, AND TUB-SHOWER: These are available for patient use. Patients have a choice of either tub or shower.

DINING HALL-KITCHEN: Capacity: 256

ENTRANCES: The building has four entrances, providing quick exit in case of emergency. All entrances have double doors which open in both directions.

ENTRANCE FOYER: A small amount of area inside each main entrance provides shelter for campers who are gathered for meals.

FOOD SERVICE: Agencies renting the camp may set up for either cafeteria or family style service. Cafeteria style service will accommodate two serving lines. Rental organizations will use their own campers and/or counselor staff in cafeteria style service for table settings, refills, and assistance with trays. In family sytle service, table "hosts" and "hosteses" will set up tables completely with place settings, drinks, salads and serving bowls, and will secure refills of serving bowls from the kitchen. A dish return bar provides a place to return dishes before leaving the building.

TOILETS TO SERVE CAMPERS AND VISITORS: Of the three toilets provided for each sex, one will accommodate a wheelchair.

TOILETS FOR KITCHEN HELP: One toilet and lavatory is located adjacent to the kitchen for kitchen help.

LAVATORIES: Serving campers are in an alcove entrance to the rest rooms.

CANTEEN: From the Canteen the rental agency may issue or sell souvenirs, food, clothing, or program items, as they wish. Counters at front and back permit sales either from within the dining hall or from outside the building. Cold storage will consist only of a small refrigerated (not freezing) unit.

HEARTH: An open fire hearth is provided at the center of the Dining Hall. It is a focal point for the room and provides a "camp-like" atmosphere for council-fire programs and other programs which must be conducted indoors because of weather.

MULTIPLE-PURPOSE: Winter use of the Group Camp requires additional indoor program area. In addition, it is expected that groups using the camp during winter months will be smaller in size and will not require the full building for dining purposes. Tables and chairs in the dining hall can be stacked or folded to provide clear floor space for program use.

CONSTRUCTION: Wood construction and exposed beams give the dining hall a rustic appearance. Large areas of glass help to "bring the outdoors inside". The object is to help the camper feel like he "blends" with nature and is not "shut off" from it by walls or incongrous construction materials. The glass is removed during the summer season and screen instralled, making the area open-air.

HEATING: The dining hall is winterized.

TABLES: Tables are octagonal and will seat a maximum of eight each.

PROGRAM BUILDINGS: Each unit of four camper cabins is located adjacent to two small open shelters and one unit program building.

OPEN SHELTER: Open shelters are designed for summer use only and contain nothing more than built-in-work-tables around the perimeter.

UNIT PROGRAM BUILDINGS: The unit program building is winterized. A fire-pot in the center of the building permits campers to supplement the electric heaters with a wood fire. The fireplace also serves as a backdrop for evening programs. Each large program building is furnished with built-in-work-tables, stack stools, and tumbling mats for use in therapy and programs.

ASSEMBLY BUILDING: Located within the group camp at the end of the fishing bridge and adjacent to the pool and beach.

FUNCTION: This building serves several different functions. Primarily it provides a place where campers may stage performances (e.g. - plays, recitals, musicals, choruses, orchestra, dance). Dressing rooms and toilets provide a staging area for performances. Group instruction in the performing arts can take place here. A "theatre-in-the-round" design encourages audience participation and will keep productions less formal. By removal of the chairs and stage, the level floor area can be used for a variety of large group or large musical activities.

TOILETS: Toilet areas serve as a dressing room for performances, as a service and dressing area for the swimming pool and beach, and serves as a "public" toilet for camp visitors. No showers are included in the Group Assembly Building.

STORAGE: Space is provided for storage of waterfront equipment, first aid equipment, program equipment for the performing arts, and chairs. Chairs are provided by the Parks and Historic Sites Division.

STAGE: The stage is "portable". It may be easily moved from the center of the room.

CABANA: Because the Assembly Building is adjacent to the pool, it serves a duel function. A cabana (sheltered area) located on the pool side provides shade for those sensitive to sunburn.

NATURE AND ARTS BUILDING: Individual instruction is possible in a wide variety of arts and crafts. It also serves as an integral part of the camp's nature activity program which involves some handicraft activity.

FURNISHINGS: Individual stack stools are provided. The stools are designed for outdoor use and groups are encouraged to move outdoors with the handicraft projects. The "stack" feature makes the stool adjustable in height. Benches built onto the outside perimeter of the building also encourage outdoor activity. Work benches are all individual in size and may be adjusted to two different heights. Other furnishings include: deep sink with trash trap; kiln; peg board for tools; and display shelves for finished products.

BATHROOM: One toilet and lavatory.

STORAGE: Central storage room with shelves provide space for agency to store handicraft supplies. Dutch-door permits issuing of supplies without access to campers. Storage closets for glass windows and screens are for Park Staff's use only.

WINDOWS: The side walls of the building consist of exchangeable glass and screen panels. The Park Staff will store the screens and insert the glass (or vice versa) at the change of season.

UTILITY BUILDING: Three clothes washers and 2 clothes driers are available for use by campers or staff. All machines are coin operated.

CAMPCRAFT AREA AND OUTPOST CAMP: The back of the Utility Building is devoted to Campcraft. This program activity provides instruction in how to live in the out-of-doors. It includes such things as fire-building, outdoor cookery, overnights, etc. The Campcraft Area includes storage space for equipment, and simple sheltered work area. Those campers who learn their campcraft skills and whose mobility problems will permit, may plan on an overnight campout at the Outpost Camp. The shelter provides nothing more than level ground and a fire pit. The area includes a pit latrine, which will accommodate a wheelchair. The Outpost Camp is located out of sight, but not far from the main camp area.

WATERFRONT: Agencies may make swimming available to their campers either in a pool or the lake. Both facilities are provided in the belief that they fill two different needs. The health of many campers may require the chlorinated or heated water of the pool. Those who enjoy diving may do so at the pool. And the heated water and windbreak surrounding the pool extends this activity later into the day or season. For those not requiring the added chlorination and heat protection which the pool offers, though, lake swimming will provide a whole different sensation. The individual's relation to large areas of space, the sandy beach and lake bottom may all contribute to the camp's program and philosophy by providing the camper a better sense of space and of his relationship with the natural world.

POOL: The pool is located adjacent to the beach and adjacent to the Assembly Building. The pool is a conventional 30" x 60" size. It contains a diving area. Fencing is designed to also act as a wind baffle. A ramp with railings provide easy access. The pool is heated.

STORAGE: Waterfront equipment may be stored just off the pool deck inside the Assembly Building.

FUNCTION: In addition to heated water having some therapeutic value, it (plus the wind breaks) permits programs to continue into the cooler parts of the day and season.

BEACH: The beach has a hard-surface entry ramp into the water. A hardsurface walk behind the sand beach makes this area accessible to all

BOAT DOCKS: Located near the beach. Capacity approximately six boats. Two storage areas on the stage accommodate boating equipment and other waterfront supplies. Three canoes and two pontoon boats are provided by the Parks Historic Sites Division for the agencies use.

STAGE – CAMPFIRE COUNCIL: The outdoor stage area serves as a backdrop for outdoor or water-oriented performances and is located on the bridge. A fire ring located on the beach in front of the stage is also a center of outdoor performances. Seating is on the ground and the level service road behind. The railings of the bridge just in front of the stage may be removed to enhance the viewer's view of the stage. Storage area for boating and waterfront equipment and toilets are located on the stage.

FISHING BRIDGE: The Bridge is for the joint use of campers from the Group Camp and participants in the Day Use Area. A sheltered area in the center helps keep excessive sun and rain off of weather-sensitive persons. The fishing bridge contains benches. The center of the bridge is reserved as a pass for boats beneath the bridge and fishing is permitted on either side of the center area.

GENERAL DESIGN CONSIDERATIONS

FLOOR MATERIALS: Floor materials are all hard surface asphalt or concrete. Walls set on top of raised concrete curbings. All floors are sloped to drain. Thus all buildings can be readily and easily hosed down. Floors at all main buildings entries (double action doors) are terracotta tile for the purpose of warning the blind with different floor surface sounds.

WINDOWS: Windows are all louvered with easily operated controls. Windows in all sleeping quarters consist of a removable storm glass panel plus glass louvers and screens. Ventilation may be obtained by opening lower or upper section of louvers. Privacy may be obtained by closing upper section of louvers. In the Nature and Arts Building, the upper glass panels are removable and in summer months are replaced with screen panels - turning the Nature and Arts Building into an opensided shelter.

TOILETS: At least one toilet cubicle in each building is large enough to accommodate wheelchairs. In the campers cabins all toilet cubicles will accommodate wheelcharis. Curtains rather than doors have been used to permit better maneuvering room for wheelchairs. All toilet cubicles have grab bars. Each toilet cubicle has a water spigot and short length of hose for emergency fire use and for hosing down walls and floors. One toilet cubicle in each campers cabin and in each visitor's area contains a small Rinse Sink for use in cleaning rubber urinals and protective pants worn by bowel and bladder patients.

SHOWER: Showers are used throughout the entire area. Only in the Health Lodge (Group Camp) is a tub located, and there also a shower is optional. Shower heads are on flexible hoses and may be stationed at standing or seating height. All shower stalls have grab bars.

DOORS: Double action (swinging) doors are located at the entrance to all buildings. Single action doors are used only on closets.

WALKS: All walks are hard surfaced. Wheelchairs may get to any point without exceeding a 5% incline. Walks are for use by pedestrian and wheelchair traffic only. They are wide enough for two wheelchairs to pass. Large vehicles (automobiles and trucks) are not permitted on the walks. Agencies renting the Group Camp will have at their disposal an electric cart which may be used on the walks to help with either luggage or campers.

EXTERIOR LIGHTING: Exterior lighting is provided at: The Group Camp parking lot, the walks in the Group Camp, the bridge, the walks up to the Day Use Parking lot, and the Day Use Area parking lot.

COMMUNICATIONS SYSTEM: An easy-to-operate inter-com system is provided for emergency communication from all buildings in the Group Camp to the Health Lodge.

LOADING PLATFORMS: Ramps located at the Visitor Center (Day Use Area) and Dining Hall (Group Camp) permits a bus to descend to a level which will permit wheelchairs to roll right onto bus level. At the Dining Hall this loading platform also serves trucks making deliveries.

ADMINISTRATION

The following administrative, custodial and personnel services are provided by the Parks and Historic Sites Division:

MAINTENANCE: Maintenance of buildings and grounds, of all structures, areas, and permanent equipment will be supplied in full.

HOUSEKEEPING SERVICES FOR FAMILY COTTAGES: This is not provided on a daily basis, but cottages are cleaned, linens replenished and beds made prior to each occupacy.

LIFEGUARDS: The Day Use Area provides lifeguard protection at the beach during regular swimming hours as posted. Lifeguards are not provided for the Group Camp swimming areas. It is expected that each group will provide its own guards.

WATERFRONT SUPERVISOR: In the Group Camp a qualified Waterfront Supervisor is employed by the Will-A-Way Recreation Area. The Waterfront Supervisor is in charge of all boating, fishing, and swimming in the Group Camp and serves as a resource person and coordinator of all waterfront activities. Additional instructors and lifeguards brought to camp by the rental agency will be under the supervision of the Waterfront Supervisor. This procedure applies only to the months of June, July and August. From September through May no Waterfront Supervisor will be furnished. The Waterfront Supervisor is responsible to the Recreation Coordinator.

CONCESSION AND ASSISTANCE: Will-A-Way staff members are on duty at the Day Use Area Visitor's Center and at the Tackle Box. At these points visitors will be able to purchase light refreshment items, souvenirs, fishing tackle and swimming and boating tickets. Recreation equipment and wheelchairs may be borrowed or rented and general help with information may be received.

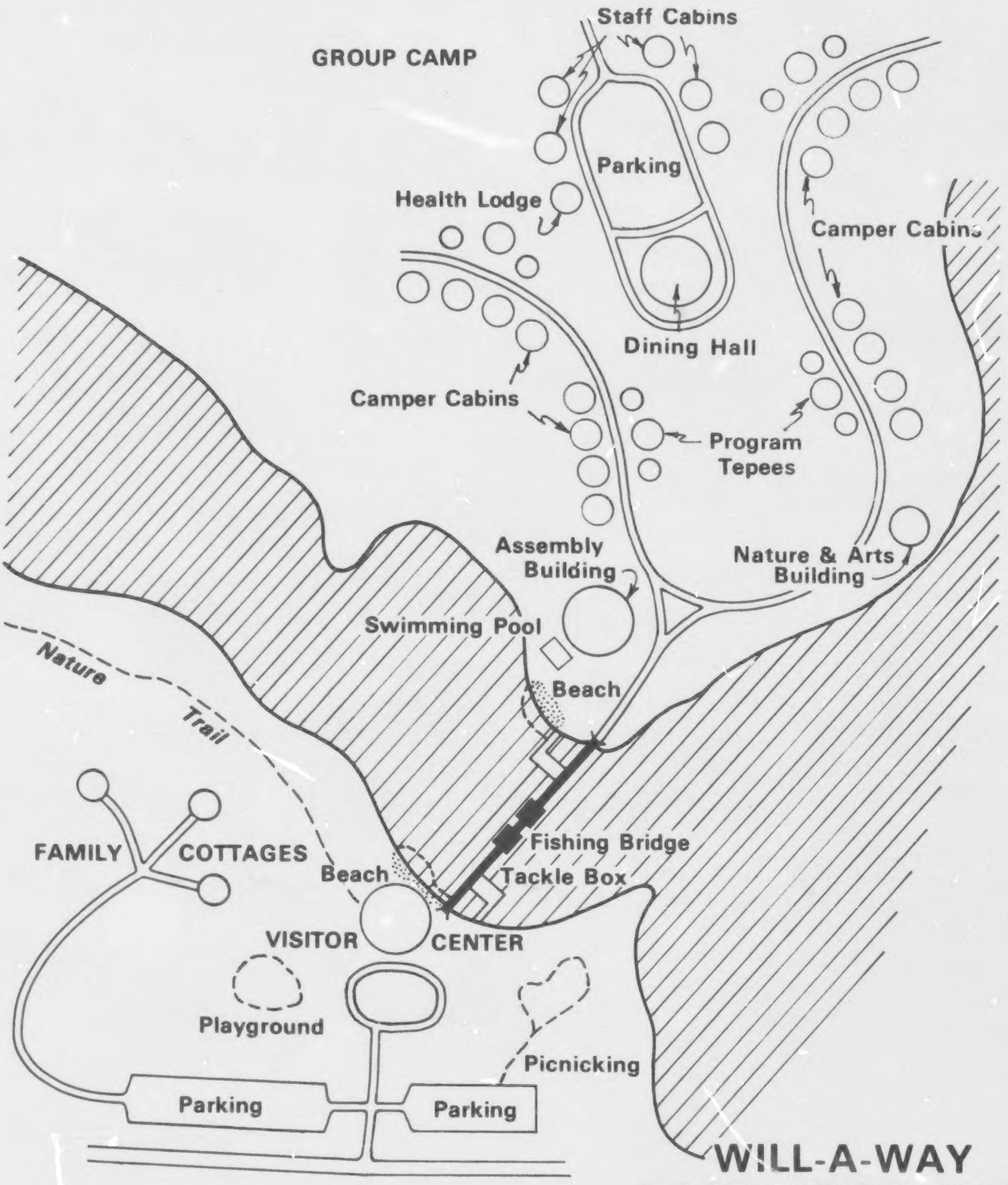
RESERVATION SERVICES: Reservation services are provided by the Will-A-Way Recreation Area. Family Cottage and Group Camp reservations are made by the Recreation Coordinator.

SANITATION SERVICES: Garbage pickup services is provided on a daily basis to the Family Cottages, Day Use Area and to the Group Camp.

SUPPLIES: The Group Camp is provided with toilet tissue; and the Family Cottages are provided with soap, toilet tissue and paper towels.

UTILITIES: All utilities are underground. With the exception of the Outpost Camp (Group Camp) all areas are provided with electricity, sewage and water. At the Outpost Camp water must be packed in by the user. A pit latrine is furnished. A public telephone is located at the Day Use Area Visitor's Center and at the Dining Hall in the Group Camp.

FOOD SERVICE: During the summer months of June, July and August the Will-A-Way Recreation Area will provide the dietitian, kitchen staff and food, with these costs being passed back to the rental agencies in the fee structure. This arrangement, which was requested by the agencies, permits smooth dining hall and kitchen coordination. The kitchen staff is responsible to the Recreation Coordinator. Menus are prepared before camp and submitted for approval to the rental agencies. This procedure qualifies the Parks and Historic Sites Division for the surplus foods program.



WILL-A-WAY RECREATION AREA

Fort Yargo State Park

Not to Scale

Cottages available for rent by families of disabled persons.

Group Camp for use by organized groups.

RESERVATION PROCEDURES AND RATES

ELIGIBILITY: Any non-profit agency wishing to conduct a camping program for the handicapped.

RESERVATION: Write: Recreation Administrator
Will-A-Way Recreation Area
Winder, Georgia 30680

LENGTH OF STAY: A limit of 2 weeks

CAPACITY: 1 Unit – 60
Entire Camp – 250

RATES: Summer Season Months (June, July, August) with Food Service

Rate per person per day	$3.25
Minimum Number per day per Unit	28
Minimum rate per day per Unit	$91.00
Rental of Entire Camp	
Rate per person per day	$3.25
Minimum number per day	200
Minimum rate per day	$650.00

Off-Season Months (September – May) no Food Service

Rate per person per day	$.75
Minimum number per day per unit	28
Minimum rate per day per unit	$21.00
Rental of Entire Camp	
Rate per person per day	.75
Minimum number of persons per day	200
Minimum rate per day	$150.00

(Weekend Rate with Food Service same as summer months)

Note: All rates, fees, hours and dates listed herein are subject to change without notice.

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program
(319) 353-4989

Appendix A

Long Form for Models Description

Prepared by Dr. John A. Nesbitt with the assistance of Mr. Richard D. MacNeil, Mr. Gordon Howard, Mr. Randall Vessell and Mr. Kenneth J. Zucker

Memorandum

TO: Supervisors of Programs or Services of selected "New Models"

FROM: John A. Nesbitt Project Director and
Richard D. MacNeil, Research Assistant (curriculum)

RE: National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth

Our National Resource Committee has recommended that your program/service be selected as a model program having great potential for replication in similar locations throughout the nation.

As per our previous communication we are now asking you to complete the enclosed Training Guide/Syllabus to be duplicated and used in training at a series of training institutes that we plan to conduct throughout the United States.

Our primary intention in preparing the Training Guide/Syllabus is to develop an instrument that will facilitate the transmission of practical, critical, and concise data. As such, this is an involved instrument. We know this. However, our goal is the opening of recreation opportunity for literally thousands of handicapped not now served. Please share this goal with us.

We ask that you address yourself to as many of the points covered in the instrument as possible. Furthermore, whenever you feel explanatory information is necessary we encourage you provide this information in short, concise prose.

Finally, we respectfully request that you give the Training Guide/Syllabus your immediate attention. The information obtained in this instrument will be used in a National Institute on Community Recreation for the Handicapped to be held at the University of Iowa.

Please return the completed product to us in enclosed envelope.

We deeply appreciate your continued interest and cooperation.

____

Encl: Extra Work Copy for Your Files
Stamped Envelope for return.

Name ____________________________
Title ____________________________
Unit/Div. ____________________________
Agency ____________________________
Address ____________________________
City, State, Zip ____________________________

Date sent ____________________________
Please Note Date Received
____
Please Return 10 Working Days
After Receipt ____________________________
Date Returned ____________________________

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4980

Training Guide Syllabus

Index

1 - Demographic Data
2 - Program Overview
3-4 - Handicapped Served
5 - Objectives and Goals
6-8 - Philosophy
9 - Consumerism
10 - Funding
11 - Budget
12 - Personnel
13 - Staff-Development Training
14 - Interagency Coordination
15 - Public Information
16 - Handicapped Find
17 - Special Problems Areas
18-23 - Program
24 - Facilities
25 - Assessment/Evaluation/Accountability

New Models for Community Based Recreation
for Handicapped Children and Youth

The Project	The Sponsor	The Implementor
National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth	Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare	John A. Nesbitt, Project Director, Recreation Education Program, The University of Iowa, Iowa City, Iowa 52242 (tel. 319/353-4989)

Training Guide/Syllabus

Demographic Data

I. Respondent Data

Name: ____________________

Title: ____________________

Agency: ____________________

Address: ____________________

City/State/Zip: ____________________

Telephone: ____________________

Official Title of your Program/Service ____________________

____

____

II. Community Population Size

_____ over 1,000,000

_____ 500,000 - 1,000,000

_____ 250,000 - 499,999

_____ 100,000 - 249,999

_____ 50,000 - 99,999

_____ 25,000 - 49,999

_____ 10,000 - 24,999

_____ 5,000 - 9,999

_____ 2,500 - 4,999

_____ under 2,500

Exact population in area served: ____________________

Program Overview

Please describe your program/serv[illegible] 150-250 words covering:

- Who served, how many people served and the geography or political area served
- Primary activities provided
- Primary facilities used
- Staffing (number and titles)
- Total budget and primary sources of support
- Values and goals achieved through your program.

Number of Handicapped Served

This question is in two parts.

Part A - Generally, local programs do not identify specific disease and disability categories. They use general cagegories such as "physically handicapped." Part A is intended to find out how many handicapped are served in local programs using these general categories.

Part B - However, many programs identify specific 'special' disease and disability groups such as "autistic", "paraplegic" and so on.

Every respondent is requested to use Part A reporting all handicapped served in or through the program or service. The goals in each category should add up to the final goal of handicapped served.

Respondents are requested to use Part B only when they have special programs designed for or participated in the special disease or disability categories indicated. There is no total for Part B and the tabulation in Part B are not intended to relate to the totals in Part A.

Part A	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement	Total
Aged with Impairments										
Blind and Visually Handicapped										
Deaf and Hard of Hearing										
Deaf-Blind										
Drug Problems										
Learning Disabilities										
Mentally Retarded - Trainable										
Mentally Retarded - Educable										
Physically Handicapped										
Speech and Communication Impairments										
Social Offenders - Adult										
Social Offenders - Youth										
Other Health Impairments										

Part B

	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement	Total
Amputees										
Autistic										
Blind and Visually Impaired										
Deaf and Hard of Hearing										
Deaf-Blind										
Diabetic										
Epileptic										
Heart Related Illness/Impairment										
Homebound (Home Care)										
Learning Impaired										
Mentally Ill										
Mentally Retarded										
Multiple-Severely Handicapped										
Multiple Sclerosis										
Muscular Dystrophy										
Neurologically Impaired										
Orthopedically Impaired										
Paraplegics/Quadraplegics										
Perceptual Impairment										
Respiratory Illness										
Severely (Multi) Handicapped										
Social Offenders										
Spinal Bifida										
Speech Impaired										
Other										
Other										
Other										
Other										

Obejctives/Goals: The following questions relate to the overall philosophy and goals toward handicapped program services within your agency.

Instructions: Check the overall level of concern given to the outcome of your program/service for the handicapped.
Note: Respond to each of the 12 questions.

	← Level of Concern →			
← Program Outcome Handicapped Programs →	Very High	High	Moderate Concern	Is of no Concern
For Fun and Enjoyment				
For Activity Skill Acquisition				
For Career Education				
For Physical Rehabilitation				
For Equality of Opportunity				
For Normalization				
For Social Skill Acquisition				
For Physical Fitness				
For Independent Living				
For Leisure Fulfillment				
For Self-Expression				
For Cultural Enrichment				
Other (Please describe:) ______ ______ ______ ______ ______				
Other (Please describe:) ______ ______ ______ ______ ______				

Philosophy

Please circle the number which most closely indicates your agency's level of agreement with each of the following twenty statements.

	Agree ←			→	Disagree
Statements	5	4	3	2	1
1. Recreation programs for the handicapped should be considered basic to a total recreation program.	5	4	3	2	1
2. Evaluation procedures of a recreation program should include input in the process handicapped representations.	5	4	3	2	1
3. Recreation programs for the handicapped require professionally trained staff personnel.	5	4	3	2	1
4. Our recreation agency recognizes a need for a statewide Therapeutic Recreation Specialist for consultation with community recreation agencies.	5	4	3	2	1
5. The handicapped citizenry of a community have the right to consistent availability of recreation and leisure services.	5	4	3	2	1
6. Recreation programs for the handicapped are more costly than "normal" recreation program activities.	5	4	3	2	1
7. Insurance is a "barrier" to the initiation of recreation programming for the handicapped.	5	4	3	2	1
8. It is important that recreation and park professionals take action to remove architectural barriers from their present facilities and require future facilities to be barrier-free.	5	4	3	2	1
9. There exist some direct values to having consumer input thru handicapped people in recreation planning and design.	5	4	3	2	1
10. At this time, there are no specific federally funded programs for the provision of actual recreation services to the handicapped.	5	4	3	2	1

11. In many instances, existing municipal recreation and park personnel can adequately conduct and supervise recreation programs for the handicapped. 5 4 3 2 1

12. Recreation programs for the handicapped are best provided in a segregated manner--that is separate activities and facilities for the handicapped. 5 4 3 2 1

13. Recreation has the potential to promote positive change--that is it has the potential to be "therapeutic." 5 4 3 2 1

14. At the present time, local, state and federal funding assistance is sufficient to meet handicapped programming needs. 5 4 3 2 1

15. When designing recreation programs for the handicapped, integrated programs are best--those that combine handicapped and non-handicapped participation. 5 4 3 2 1

16. The involvement of municipal recreation agencies to research activity is important. 5 4 3 2 1

17. The present city government recognizes fully the importance of recreation and leisure fulfillment for its citizens and the community at large. 5 4 3 2 1

18. Recreation programs for the handicapped should be considered supplemental to the total recreation program. 5 4 3 2 1

19. Activity programs for the handicapped often require expenditure outlays for special recreational equipment. 5 4 3 2 1

20. Overcoming mis-perceptions and attitude barriers is often needed when initiating a recreation program for the handicapped. 5 4 3 2 1

Please describe or report other issues, problems, and concerns which you have.

21. ____
____
____
____ 5 4 3 2 1

22. ____
____
____
____ 5 4 3 2 1

23. ____
____
____
____ 5 4 3 2 1

24. ____
____
____
____ 5 4 3 2 1

25. ____
____
____
____ 5 4 3 2 1

Consumerism

Instructions -- Please check the consumer involvement in decision making provided through your program/service.

	Serve on General Recreation or Park Commission		Serve on Special Advisory or Policy Committee or Board for Handicapped Persons	
	Yes	No	Yes	No
Handicapped youth				
Handicapped adults				
Parents/Relatives of Handicapped				
Advocates for Handicapped				
Voluntary Health Agency Representatives				
Professional Rehabilitation Representatives				
Other ______________________________				
Other ______________________________				
Other ______________________________				

Please describe any other consumerism and advocacy activities related to your program for handicapped.

Funding

Funding of Programs for Handicapped - Please provide information as possible bearing in mind that "approximate" information on your budget will meet the needs of this survey. Use CURRENT fiscal budget year as the year for reporting.

The total budget/expenditures for the Program for Handicapped during the current fiscal year is ______________ $______________

B. The major sources of funds which make up this budge are the following:

City parks and recreation funds__________ $__________
Local school district funds__________ $__________
Other city agency/department funds__________ $__________
County source of funds__________ $__________
Special district funds__________ $__________
State grants__________ $__________
Federal grants__________ $__________
Contributions, donations__________ $__________
Concessions__________ $__________
Fees & Charges__________ $__________
Other__________ $__________

Total (The total of this column should be the same total given in Part A, above) $______________

C. Please provide information on the sources of Federal and State public funds. The information will provide insight into the means that are being developed throughout the nation to provide public support for leisure services for handicapped.

	SOURCE OF FUNDS (exact title please)	AMOUNT	TYPE POPULATION SERVED	NUMBER SERVED
Federal*				
State*				
County				
Local				
Private				

*Use the back of this sheet to provide additional information as desired.
PLEASE SEND/ATTACH SAMPLE PROPOSALS, REPORTS, ETC.

BUDGET INFORMATION

Total yearly budget for your program/service ____________________

Percent of total budget earmarked for special populations program

____

Classification of Budget Expenditures: Instructions -- Please indicate the percent of your total budget spent on the following services.
NOTE: Totals should add up to 100 percent.

A. Services-Personnel
   1. Salaries, full-time ____________________
   2. Salaries, part-time ____________________
   3. Other compensations ____________________

B. Services-Contractual
   1. Communication ____________________
   2. Transportation ____________________
   3. Printing, binding, and advertising ____________________
   4. Heat, light, power and water ____________________
   5. Repairs (equipment/structures) ____________________
   6. Janitorial, cleaning, other services ____________________

C. Commodities
   1. Supplies ____________________
   2. Materials ____________________

D. Current Charges
   1. Rents ____________________
   2. Insurance ____________________
   3. Refund, awards, indemnities ____________________

E. Current Obligations
   1. Pensions and retirements ____________________
   2. Grants and subsidies ____________________
   3. Taxes ____________________

F. Properties
   1. Buildings and improvements ____________________
   2. Equipment ____________________
   3. Land ____________________

G. Debt Payments

____

PLEASE SEND/ATTACH SAMPLES, ETC. 100% TOTAL

Personnel -- The following questions relate to the number and type of staff your agency utilizes in program delivery for handicapped children and youth; the number and type you would recommend for your present situation; and whether your agency employs any handicapped individuals.

Instructions: Please place the actual number (1,2,3...etc.) of staff in the appropriate box. (i.e., Education Level Blank Total should equal the Full-Time & Part-Time Total).

Key Terms: Full-Time - Staff Individuals whose responsibilities are concentrated on handicapped programs.
Part-Time - Staff individuals whose responsibilities are partially concentrated on handicapped programs; or staff employed for handicapped programs on a percentage of time basis. (½ time; ¼ time)

	← Actual Staffing Pattern Present →													← Recommended Staffing Pattern →													Handicappe Individual Employed	
			Education Preparation Possessed						Experience Level Possessed							Education Preparation Recommended						Experience Level Recommended						
Job Descriptions--	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time	Less than High School	High School	A.A.	B.A. or B.S.	M.A. or M.S.	Ed.D. or Ph.D.	0-1 Year	1-3 Years	3-5 Years	5-8 Years	8-Over Years	Total Number Employed Full-Time	Total Number Employed Part-Time
Consultant																												
Administrator																												
Supervisor (TR Specialist)*																												
Leader (TR Worker)*																												
Aide II (TR Technician)*																												
Aide I (TR Assistant)																												
Volunteer																												

*Titles in parenthesis are nomeclature of National Therapeutic Recreation Society's Registration Levels.

PLEASE SEND/ATTACH SAMPLE JOB DESCRIPTIONS

Staff Development Training: Instruction -- Please check the staff personnel involved and the training topics that are presently conducted within your agency. Also indicate your recommended status.

Participants in Staff Development	Presently Conducted										Recommended									
	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)	Orientation (Agency Policy/Philosophy, etc)	Administrative/ Management Skills	Program Activity Skills	Support Services	Special Equipment Needs	Safety/First-Aid Procedures	Physical Barriers	Attitudinal Barriers	Leadership Training	Other Topics (Fill In)
Consultant																				
Board Members																				
Administrator																				
Supervisor																				
Leader																				
Aide																				
Volunteer																				
Other__________																				

PLEASE SEND/ATTACH SAMPLE TRAINING GUIDES, SYLLABI, ETC.

Interagency Coordination

Please identify those agencies with which your program coordinates programs and services and indicate the type of coordination utilizing the following code:

"1" - Formal written agreement
"2" - Informal agreement, frequent coordination
"3" - Information agreement, infrequent coordination
"4" - No coordination utilized

		Clients/Participants	Contracted Programs	Equipment	Facilities	Monetary/Fund Support	Personnel-Consultant	Personnel-Supervisor	Personnel-Leaders	Personnel-Volunteers	Public Information	Training	Transportation	Other:	Other:	Other:
Voluntary Health Agencies																
Arthritis																
Blind																
Cancer																
Cerebral Palsy																
Deaf																
Epilepsy																
Heart																
Mentally Ill																
Mentally Retarded																
Muscular Dystrophy																
Multiple Sclerosis																
Other:																
Other:																
General Social/Rehabilitation Services																
Goodwill Industries																
Red Cross																
United Fund																
Other:																
Other																
Public Social/Rehabilitation Services																
Local Education Agencies																
State Education Agencies																
Mental Retardation-State Service																
Mental Illness - State Service																
Corrections - State Service																
Nursing Home/Convalescent																
Extended Care/Board and Care																
Aging-State Service																
Vocational Rehabilitation																
Crippled Children																
Other																
Other																
Medical/Rehabilitation																
Community Hospital																
Rehabilitation Center																
General Medical Facility																
Other:																
Other:																

Public Information: The following questions relate to the type and frequency of public information methods your program/service utilizes.

Instructions: Please place a check in the appropriate box.

← Methods Utilized →	Do You Utilize		← Frequency →						
	Yes	No	Once a Day	Once a Week	Once a Month	Once a Quarter	Once a Half-Year	Once a Year	At selected intervals throughout the year.
Annual Report									
Brochures									
Bulletins (churches, volunteer agencies, etc.									
Calendars									
Handbills or Posters									
Newsletters									
Newspaper Releases or Columns									
Radio Releases									
Televsion Releases or Programs									

Other:

PLEASE ENCLOSE/ATTACH SAMPLES OF THE ABOVE.

"Handicapped Find"
Potential Participant Identification - Instructions: Please indicate what your agency does to locat individuals eligible to participate in your special populations programs/service.

	Do You Utilize		Frequency of Mechanism Use					My Experience indicates that this method of partici-pation location is:		
	Yes	No	Continuous	Weekly	Monthly	Yearly	Randomly Throughout Year	Very Effective	Effective	Ineffective
Church Groups										
Civic Organizations										
Community Education										
Health Agencies										
Local Task Force										
Media Campaign (Radio & TV)										
Printed Material (Brochures & Pamphlets)										
Public School System										
Questionnaire to General Community										
Questionnaire to Present Participants										
Telephone Contacts										
Voluntary Agencies										
Word-of-Mouth										
Other ____________________										
____________________										
____________________										

If "other" please explain: ____

____

Special Problems Areas

We have isolated several problem areas that have often been a source of trouble to programs attempting to provide recreational services to handicapped. Please use the grid to indicate whether or not these problems have affected your program/service.

Problem Areas	Your Program/ Service Status on Problem Areas.	Was this a problem in providing leisure services to handicapped?		Has your agency solved this problem?	
		Yes	No	Yes	No
Architectural Barriers					
Transportation for Participants					
Insurance for staff participants, volunteers					
Staff and Indirect Barriers					
Community attitudinal Barriers					
Locating or finding handicapped					
Inadequate funding for programs					
Training of staff to serve handicapped					
Employment of Handicapped in Recreation and Leisure Service					

Please describe your program/services/efforts and success in eliminating any of the above problems or other special problems that you may have encountered.

Use additional paper if necessary.

Program: The following four pages are related to the activity structure of your program/service. Each page is divided into two sections - one dealing with the age group the program is concerned with, and the second dealing with the frequency with which each activity is offered. For each of these sections please check ( ) the box that best approximates that true character of your program/service.

Note: For your convenience we have attempted to break the necessary activity listings into workable groupings. Your efforts toward complete responses are appreciated.

	Currently Offer this Program/ Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity is Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	___	___
Aquatics															
- Life Saving															
- Swimming - Instructional															
- Swimming - Free															
- Water Sports															
- Water Safety															
- Other: ___															
- Other: ___															
Crafts															
- Floral Crafts															
- Leather Crafts															
- Mechanical Crafts															
- Metal Crafts															
- Paper Crafts															
- Wood Crafts															
- Handicrafts															
- Other: ___															
- Other: ___															
Cultural/Ethnic															
- Festival															
- Exhibits/Demonstrations															
- Other: ___															
- Other: ___															
Arts-Graphics															
- Art Appreciation															
- Art exhibit-shows															
- Drawing															
- Painting															
- Photography															
- Sculpture															
- Other: ___															
- Other: ___															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, ANNOUNCEMENTS, ACTIVITY REPORTS.

	Currently Offer this Program/Activity		If "yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+	Daily	Weekly	Monthly	Yearly	Other		
Dance															
- Ballet															
- Ethic															
- Folk															
- Modern															
- Record Dance															
- Social															
- Square															
- Other: ____________															
- Other: ____________															
Drama															
- Children's Theater															
- Community Theater															
- Creative Character															
- Pageants															
- Readings - Poetry/Prose															
- Stage Craft															
- Puppetry															
- Radio/TV															
- Talent Shows															
- Other: ____________															
- Other: ____________															
Career Education/Guidance															
- Community Based Recreation															
- Leisure Entertainment and Enterprises															
- Resource Based Recreation															
- Tourism and Hospitality															
- Career Guidance															
- Career Placement															
- Other: ____________															
- Other: ____________															
Collecting and Hobbies															
- Collecting															
- Hobbies															
- Other: ____________															
- Other: ____________															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, ANNOUNCEMENTS, ACTIVITY REPORTS.

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other		
Educational Activities															
- Budget/Monetary Skills															
- Communication Skills															
- Cooking Skills															
- Grooming/Hygiene															
- Sex Education															
- Shopping Skills															
- Time Skills															
- Travel Skills															
- Other: ____________															
- Other: ____________															
Entertainment															
- Radio															
- TV															
- Theater															
- Sport in Event															
- Other: ____________															
- Other: ____________															
Fitness															
- Exercise Program															
- Weight Program															
- Jogging															
- Mobility Training															
- Gymnastics															
- Other: ____________															
- Other: ____________															
Games															
- Card Games															
- Board Games															
- Puzzles															
- Other: ____________															
- Other: ____________															
Leisure Education															
- Skills Classes															
- Leisure Education Classes															
- Survey Community Resources															
- Other: ____________															
- Other: ____________															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, ANNOUNCEMENTS, ACTIVITY REPORTS.

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other ____	____	____
Leisure Settlement (counseling, Guidance															
- Assessment															
- Placement															
- Follow-up															
- Other: ____															
- Other: ____															
Mental/Literary															
- Discussion Groups															
- Creative Writing															
- Reading															
- Correspondence															
- Other: ____															
- Other: ____															
Music															
- Choral Groups															
- Instrumental Groups															
- Music Appreciation															
- Festivals															
- Lessons															
- Singing															
- Talent Shows															
Outdoor Recreation															
- Boating															
- Camping															
- Fishing															
- Gardening															
- Horticulture															
- Hiking/Backpacking															
- Hunting															
- Mountain Climbing															
- Outdoor Education															
- Nature Studies															
- Other: ____															
- Other: ____															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, ANNOUNCEMENTS, ACTIVITY REPORTS.

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offeres						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other ____	____	____
Social/Organization															
- Church Groups															
- Clubs															
- Consumer Groups															
- Special Interest Groups															
- Fraternal Organization															
- Parties															
- Picnics															
- Political Groups															
- Volunteer Groups															
- Other ____															
- Other ____															
Special Events															
- Birthdays															
- Fairs															
- Holiday Ceremonies															
- Other ____															
- Other ____															
Sports, Individual-Competiter															
- Bowling															
- Golf															
- Horseshoes															
- Pocket Billiard															
- Table Tennis															
- Tennis															
- Track & Field															
- Wrestling															
Sports, Individual Non-Competitive															
- Archery															
- Bicycling															
- Horseback Riding															
- Ice Skating															
- Rifelry															
- Rollar Skating															
- Winter Sports															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, SCHEDULES, ACTIVITY ANNOUNCEMENTS, ETC.

	Currently Offer this Program/Activity		If "Yes," Age Group Served by Program/Activity						Frequency that Program/Activity if Offered						
	Yes	No	Pre-School (0-5)	School-Aged (6-12)	Teen (13-19)	Young Adult (20-35)	Adult (36-62)	Senior Citizen (63+)	Daily	Weekly	Monthly	Yearly	Other	____	____
Sports, Team - Competitive															
- Baseball															
- Basketball															
- Football															
- Field Hockey															
- Soccer															
- Softball															
- Volleyball															
- Other____________															
- Other____________															
Tourism and Travel															
- Outings															
- Hosteling															
- Out-of-state Travel															
- International Travel															
- Special Olympics															
- Other____________															
- Other____________															
Voluntary Service															
- Leisure Leader Activities															
- Community Activities															
- Teacher/Tudor															
- Conversing															
- Other____________															
- Other____________															

PLEASE ENCLOSE/ATTACH SAMPLE PROGRAM GUIDES, ANNOUNCEMENTS, ACTIVITY REPORTS.

Facilities

Please list the major facilities utilized by your special populations recreation program.

Primary facilities that you own, control or direct.

1.
2.
3.
4.
5.

Primary facilities you use that are owned, controled or directed by public agencies, ie., recreation center, public school, museum, etc.

1.
2.
3.
4.
5.

Primary facilities you use that are privately owned, controlled or directed, bowling alleys, theaters, etc.

1.
2.
3.
4.
5.

Assessment/Evaluation/Accountability

What procedures do you have for assessment, evaluation, and accountability in your program and service by and of participants, of personnel, of programs, of activities, of methods, etc. (please provide copies of activities, instruments, etc.)

1.

2.

3.

4.

5.

Additional Comments/Suggestions

We welcome your comments and suggestions;and, particularly, referral to community based programs and services in recreation and leisure for handicapped that you believe we should get in touch with.

AGAIN, THANK YOU FOR YOUR INTEREST AND COOPERATION. jn/rm

The University of Iowa
Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989

Appendix B

Short Form for Models Description

Prepared by Dr. John A. Nesbitt with assistance of Mr. Richard D. MacNeil, Mr. Gordon Howard, Mr. Randall Vessell and Mr. Kenneth J. Zucker

TO: Name/Title of Program/Service: ______________________________

Name/Title of Primary Sponsoring Agency: ______________________________

FROM: John A. Nesbitt, Project Director
BEH Community Recreation for Handicapped Models Project
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242
Tel: 319/353-6805

RE: Request for Information on Community Recreation for Handicapped Program or Service.

Your program has been brought to our attention as an exemplary service for listing in relation to the Models project we are conducting. Your cooperation and support is requested in providing information.

Please complete the enclosed form. We will print this information and distribute it to individuals and organizations. In turn, those individuals and organizations will obtain and review the documents you cite or may contact you requesting assistance as appropriate.

Thank you for your interest and cooperation.

1. Source of Information/Assistance (Respondent)

Name of Person to Contact: ______________________________

Title: ______________________________

Unit/Bureau: ______________________________

Agency/Organization: ______________________________

Address: ______________________________

City, State, Zip: ______________________________

Telephone No.: Area Code __________ / ______________________________

2. Population Served
(Check where appropriate)

	0-2 Infant	2-4 Pre-school	6-12 Elementary Age	13-15 Junior High	16-19 High School	20-30 Young Adult	31-45 Adult	46-61 Mature Adult	62 and Over - Retirement
Aged with Impairments									
Blind and Visually Handicapped									
Deaf and Hard of Hearing									
Deaf-Blind									
Drug Problems									
Learning Disabilities									
Mentally Retarded - Trainable									
Mentally Retarded - Educable									
Physically Handicapped									
Speech and Communication Impairments									
Social Offenders - Adult									
Social Offenders - Youth									
Other Health Impairments									

3. Description of Program (150-250 words) covering:

a. Who is served - disability, disease, age group, urban, rural, etc.

b. How many usually served through or by your program? (Or, served in a county, state or region, etc.)

c. Major activities offered? List three to five please.

d. Personnel: professional, parents, volunteers?

e. Source of Support, Funds?

f. Other basic or pertinent information.

g. If you are a national or regional agency please describe briefly the types of support or assistance you provided, e.g., printed materials, technical consultation, grants for training, research or service, etc.

4. Service Site Visit

On site consultation can be provided
(Check One) _______Yes; ________No

The visitor should write/call in advance to make arrangements for any visit or consultation to the following person:

Name of Person to Contact: (If different from Respondent on Page 1)

____

Title (Role): _______________________________________

Unit/Bureau: _______________________________________

Agency/Organization: ________________________________

Address: ____

City, State, Zip: ____________________________________

Telephone No.: Area Code_____________/______________________________

5. Types of Assistance

What information, technical aid or other form of assistance is available from you, your agency or related organizations?

Types of assistance that might be provided include - (provide information only where appropriate)

Publications such as reports, reprints, sample grant or program proposals, brochures, kits, training packets, audio-visual aids, etc. Be sure to give the exact title, the cost (if any), and cost of handling (if any).

Correspondence - Assistance through correspondence, the types and content areas of questions you could answer.

Consultation - Provide on-site consultation at requesting local agency; describe how to request consultation, usual number of days, costs involved, etc.

On-the-Site Observation - Receive visitors, observers for number of days, programs, etc.

Speakers - Provide speakers, lecturers; describe how to request, arrangements, etc.

Local Contacts - Please describe how to contact regional, state or local representatives of your organization, what assistance or service they may render.

Other - Other services: Please describe and indicate how interested persons may obtain these, any costs, etc.

Thank you for your help.

Return to: Dr. John A. Nesbitt
Project Director
BEH Community Recreation for Handicapped Models Project
Recreation Education Program - East Hall
University of Iowa
Iowa City, Iowa 52242